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ABSTRACT

This volume is an addendum to Sustaining Effects Study (SES) Report #9 and contains all of the non-copyright controlled instruments developed for or employed in the various sub-studies which form the SES project. Student level instruments included are (1) change of status report; (2) household information questionnaire; (3) practical achievement scale; (4) reading and mathematics compensatory education roster; (5-6) student effective measures (primary and intermediate versions); (7) student background checklist; (8-9) student participation and attendance records (reading and mathematics); (10-11) student/teacher linkage rosters (regular and summer); (12) summer activity slipsheet; and (13) summer compensatory education and attendance record. Program level instruments provided include four teacher questionnaires: (1) teacher and school information; (2) reading program characteristics; (3) mathematics characteristics; and (4) an abridged, summer version. School level instruments provided are (1) coordinator's log; (2) cost data interview guide; (3-5) three sections of the principal questionnaire (principal information, school characteristics, and an abridged, summer version; (6-7) regular and summer school principal interview protocols; (8) summer school cost and technical feasibility survey; and (9) a school information questionnaire for principals. Finally, district level instruments include (1) a district and school information questionnaire for superintendents; (2-3) two sections of a district characteristics questionnaire (regarding district organization and Title I programs); and (4) district expenditure information questionnaire. (GC)

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REPORT #9A: A COMPILATION OF THE SES INSTRUMENTS

The SES Project Staff

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A COMPILATION OF THE INSTRUMENTS USED IN THE SUSTAINING EFFECTS STUDY

THE SES STAFF

TECHNICAL REPORT #9A FROM THE
STUDY OF THE SUSTAINING EFFECTS OF COMPENSATORY
EDUCATION ON BASIC SKILLS

PREPARED FOR THE
OFFICE OF EVALUATION AND DISSEMINATION,
U. S. OFFICE OF EDUCATION

BY

SYSTEM DEVELOPMENT CORPORATION
2500 COLORADO AVENUE
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TABLE OF CONTENTS

Page

INTRODUCTION viii

INSTRUMENTS AT THE STUDENT LEVEL 1
  Change of Status Report 3
  The Household Information Questionnaire 5
  Practical Achievement Scale 31
  Reading and Mathematics Compensatory Education Roster 47
  Student Affective Measures, Primary Version (SAMP) 49
  Student Affective Measures, Intermediate Version (SAMI) 53
  Student Background Checklist 57
  Student Participation and Attendance Record: Reading 61
  Student Participation and Attendance Record: Mathematics 62
  Student/Teacher Linkage Roster 63
  Student/Teacher Linkage Roster (Summer) 64
  Summer Activity Slipsheet 65
  Summer Comensatory Education and Attendance Record 67

INSTRUMENTS AT THE PROGRAM LEVEL 69
  Teacher Questionnaire – Section A. Teacher and School Information 71
  Teacher Questionnaire – Section B. Reading Program Characteristics 79
  Teacher Questionnaire – Section C. Mathematics Program Characteristics 91
  Teacher Questionnaire (Sections A, B, C, Abridged) - Summer 101

INSTRUMENTS AT THE SCHOOL LEVEL 119
  Coordinator's Log 121
  Cost Data Interview Guide 123
  Principal Questionnaire – Section A. Principal Information 151
  Principal Questionnaire – Section B. School Characteristics 161
  Principal Questionnaire – Section B., Abridged) - Summer 175
  Regular School Principal Telephone Interview Protocol 181
  Summer School Principal Interview Protocol 189
  Summer School Study Cost and Technical Feasibility Survey 191
  School Information: Principal 199

INSTRUMENTS AT THE DISTRICT LEVEL 207

TABLE OF CONTENTS (Continued)

District and School Information: Superintendent 209
District Characteristics Questionnaire – Section A. District Organization 217
District Characteristics Questionnaire – Section B. Title I Program 225
District Expenditure Information Questionnaire 233

INTRODUCTION

This volume is a separately published addendum to Sustaining Effects Study Report #9, and is intended to serve as a resource volume. It contains in a single publication all of the non-copyright controlled instruments developed for or employed in the various sub-studies which form the large SES project, thus allowing the interested researcher access to the basic materials of the study. Abridged versions of the instruments have not been included.

Credit for the development and psychometric evaluation of this variety of instruments cannot be detailed in fine grain, but as significant contributors the following individuals should be listed. J.B. Wellisch; R. Hoepfner; R. Melaragno; G.A. Duck; R.A. Carriere; Anne H. MacQueen; C.E. Kenoyer; D.R. Lee; M. Spencer; N. Fedan; R. Offutt; V.J. Breglio; R.H. Hinckley; S.A. Haggart; L.S. Klibanoff; and Nabeel Al-Salam. Copyright details accompany all protected materials

The instruments are listed in terms of the agents from whom or upon whom data is obtained; students, teachers and programs, schools, and districts.

INSTRUMENTS AT THE STUDENT LEVEL

SKY HARBOR PRESS *JET-SET* FORMS (213) 678-3828

SDC FORM 7/77

CHANGE OF STATUS REPORT

SCHOOL ID: ______ CITY, STATE ______ DATE ______

PARTICIPANT NAME	ID NUMBER	NEW	LEFT	CHANGED GRADE	RE-ENTERED	FORMER NUMBER
		☐	☐	☐	☐	
		☐	☐	☐	☐	
		☐	☐	☐	☐	
		☐	☐	☐	☐	
		☐	☐	☐	☐	
		☐	☐	☐	☐	

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THE HOUSEHOLD INFORMATION QUESTIONNAIRE

Hello, I'm __________ of Decima Research. I am here as part of a national study supported by your child's school and the United States Office of Education. You should have received a letter from the school principal and my company introducing me. As you may recall, the study will be used to determine the effects of school programs on the way students learn as well as the types of educational services that are received by students with differing educational and economic backgrounds. While your participation is voluntary, your opinions and knowledge about the programs your child is receiving at school and his/her educational and economic background are essential if the results of the study are to be comprehensive, accurate, and timely. Let me assure you that everything you say will be confidential. No one, including the school or any government agency, will be able to see the information you provide. The answers you give will be combined with those of many others. (EXPLAIN CONFIDENTIALITY PROCEDURES TO RESPONDENT IF REQUESTED)

Now, as we discuss the questions please remember that usually we will be talking about your son/daughter, (child's first name)__________ who is in the (1st, 2nd, 3rd, 4th, 5th or 6th)__________ grade at (name of school)__________.

---

1. How long have you lived in this neighborhood?

LESS THAN ONE YEAR 1
ONE YEAR TO LESS THAN THREE YEARS 2
THREE YEARS TO LESS THAN FIVE YEARS 3
FIVE YEARS TO LESS THAN TEN YEARS 4
TEN YEARS OR MORE 5

---

2. Now, let's talk about the school (child's name)__________ is attending. What is the one thing that you like most about (child's name)__________ school? (PROBE)

____

____

____

---

3. And if you could make one change (name of school)__________, what would it be?

____

____

____

---

4. Overall, would you rate the quality of education (name of child)__________ is getting at (name of school)__________ as excellent, good, fair, or poor?

EXCELLENT 1
GOOD 2
FAIR 3
POOR 4

During the year, most schools arrange for parents to have personal conferences or meetings with their child's teacher or principal for various reasons.

5.	How many personal conferences or meetings has someone from your family had with (child's name) ______ teacher or principal this year?	NONE (ASK Q. 6) .... 1 ONE (SKIP TO Q. 9) .... 2 TWO (SKIP TO Q. 9) .... 3 THREE (SKIP TO Q. 9)........... 4 FOUR OR MORE (SKIP TO Q. 9)......................... 5

IF "NONE" IN Q. 5, ASK:

6.	Do you expect to have a personal conference or meeting with his/her teacher or principal this year?	YES (SKIP TO Q. 9) .... 1 NO (ASK Q. 7) .... 2 DON'T KNOW (SKIP TO Q. 13) 3

IF "NO" IN Q. 6, ASK:

7. Why not? (PROBE)

____

____

____

8.	Do you think a personal conference or meeting with your child's teacher or principal would be helpful, or not?	YES, HELPFUL (SKIP TO Q. 13) .... 1 NO, NOT HELPFUL (SKIP TO Q. 13) 2

IF "ONE" THROUGH "FOUR OR MORE" IN Q. 5, OR "YES" IN Q. 6, ASK:

9.	Who goes to these personal conferences most of the time?	CHILD'S MOTHER .... 1 CHILD'S FATHER .... 2 BOTH PARENTS........... 3 OTHER HOUSEHOLD MEMBERS.............. 4

10. In your opinion, what are the resons for these personal conferences?

____

____

11. (SHOW CARD #1) How are these personal conferences *usually* planned: Does the teacher or principal call you to set up a meeting, does your child bring a note home from the teacher or principal asking you to meet with them, do you go to the teacher or principal first and ask to meet with them, or do you sign up at an open house for a conference with (child's name)______ teacher or principal?	TEACHER/PRINCIPAL CALLS . . . . 1 NOTE SENT HOME . . . . 2 PARENT ASKS FOR MEETING . . . . 3 SIGN UP AT OPEN HOUSE . . . . 4 OTHER__________________ . . 5 (SPECIFY)
12. Do you feel that these personal conferences are helpful, or not?	YES, HELPFUL . . . . 1 NO, NOT HELPFUL 2

---

13. Some schools have special classes to help children learn subjects with which they have problems. How about (child's name)__________ school? Does (name of school)________ have any special classes to help children learn these subjects?	YES, HAS SPECIAL CLASS (ASK Q. 14 & 15) . . . . 1 NO, DOES NOT HAVE SPECIAL CLASSES (SKIP TO Q. 17) . . . . 2 DON'T KNOW (SKIP TO Q. 17) 3

IF "YES" IN Q. 13, ASK:

14. Can you tell me the names of any of these special classes? (IF HANDICAPPED OR MENTAL RETARDATION PROGRAM IS MENTIONED RECORD BUT PROBE FOR OTHER CLASSES. IF RESPONDENT IS UNABLE TO GIVE ACTUAL NAMES, ASK THEM TO PROVIDE A DESCRIPTION OF CLASS: FOR INSTANCE, WHAT KIND OF CLASS IS IT? CAN YOU DESCRIBE WHAT SORTS OF THINGS ARE TAUGHT?)

____

____

15. Does your child attend or take part in any of these special classes at (name of school)__________?	YES (ASK Q. 16) . . . . 1 NO (SKIP TO Q. 17) 2

IF "YES" IN Q. 15, ASK:

16. Which of these special classes does (name of child)______________ attend? (PROBE – ACCEPT MORE THAN ONE RESPONSE)

____

____

17. INTERVIEWER OBSERVATION: Did Respondent receive any help from any children to answer any of Questions 13-16?	YES, DID RECEIVE HELP . . . . 1 NO, DID NOT RECEIVE HELP 2

18. Have you ever heard of Title I (ONE) of the Elementary and Secondary Education Act passed by Congress a few years ago?	YES, HAVE HEARD OF IT (ASK Q. 19) . . . . 1 NO, HAVE NOT HEARD OF IT (SKIP TO Q. 20) 2

IF "YES" IN Q. 18, ASK:

19. What does Title I mean to you? That is, what do you think is the purpose of Title I in the education act?

____

____

____

20. One of the purposes of Title I (ONE) of the Elementary and Secondary Education act is to provide schools with money to set up special classes and programs. These classes and programs help children learn subjects they have problems with like reading or math or other school subjects.

As far as you know, does (child's name) __________ school have special classes funded by Title I?	YES (ASK Q. 21) . . . . 1 NO (SKIP TO Q. 24) . . . . 2 DON'T KNOW (SKIP TO Q. 24) 3

IF "YES" IN Q. 20, ASK:

21. What are the names of these special classes or what subjects are taught in them? (PROBE – ACCEPT MORE THAN ONE RESPONSE)

____

____

____

22. Is your child now in a Title I class?	YES (ASK Q. 23) . . . . .1 NO (SKIP TO Q. 24) 2

IF "YES" IN Q. 22, ASK:

23. In your opinion, has this class been extremely helpful, very helpful, somewhat helpful, or not so helpful to (child's name) ________?	EXTREMELY HELPFUL . . . . .1 VERY HELPFUL . . . . .2 SOMEWHAT HELPFUL . . . . .3 NOT SO HELPFUL 4

24.	INTERVIEWER OBSERVATION: Did Respondent receive any help from any children to answer any of Questions 20-23?	YES, DID RECEIVE HELP	1
		NO, DID NOT RECEIVE HELP	2

Now let's talk about some other things concerning (child's name)__________ school.

25.	Does any member of the family currently help out, assist, or work at (name of school)__________?	YES (ASK Q. 26-29)	1
		NO (SKIP TO Q. 30)	2

IF "YES" IN Q. 25, ASK:

26.	Which member of the family is it?	CHILD'S MOTHER	1
		CHILD'S FATHER	2
		CHILD'S BROTHER OR SISTER	3
		SOME OTHER FAMILY MEMBER__________ (SPECIFY)	4
27.	Is he/she paid for the work or is the work done for free as a volunteer?	PAID FOR WORK	1
		NOT PAID FOR WORK	2
28.	What type of job does he/she have?	TEACHERS AIDE	1
		PARENTS OR COMMUNITY COORDINATOR	2
		SECRETARY	3
		CLERK/TYPIST	4
		CAFETERIA WORK	5
		LIBRARY AIDE	6
		MEMBER OF TITLE I BOARD	7
		OTHER__________ (SPECIFY)	8
29.	Was any special training or preparation for the job given by the school?	YES	1
		NO	2

30. Most schools have a Parent-Teacher Association (PTA) or Parent-Teacher Organization (PTO) that works for the good of the whole school.

Does the school (child's name)__________ attends have a Parent-Teacher Association (PTA) or a Parent-Teacher Organization (PTO)? (PROBE IF NECESSARY)	HAS PTA	1
	HAS PTO	2
	HAS PARENT ORGANIZATION, BUT NOT PTA OR PTO (SPECIFY)__________	3
	HAS PARENT ORGANIZATION, DO NOT KNOW NAME	4
	NO PTA, PTO, OR OTHER PARENT ORGANIZATION	5
	DON'T KNOW	6

In addition, some schools also have parent advisory organizations that make suggestions and in other ways help plan specific programs and special classes the school provides.

31. Other than the PTA or the PTO, does (child's name) ____ school have an *advisory* group of parents that help plan special classes or programs such as the ones we talked about earlier?	YES (ASK Q. 32-36) . . . . 1 NO (SKIP TO Q. 37) . . . . 2 DON'T KNOW (SKIP TO Q. 37) 3

IF "YES" IN Q. 31, ASK:

32. What is the name of this advisory group or organization of parents? (PROBE, ACCEPT MORE THAN ONE RESPONSE)

____
____
____

33. And, what is the purpose of this parent advisory organization? (PROBE, IF MORE THAN ONE RESPONSE GIVEN IN Q. 32, ASK PURPOSE OF EACH GROUP AND RECORD)

____
____
____

34. How successful do you believe the parent advisory organization is in accomplishing its purpose: very successful, somewhat successful, or not very successful?	VERY SUCCESSFUL . . . . 1 SOMEWHAT SUCCESSFUL . . . . 2 NOT VERY SUCCESSFUL . . . . . 3 DON'T KNOW 4
35. (SHOW CARD #2) Are you or are any of your neighbors or friends members of the parent advisory organization?	RESPONDENT A MEMBER . . . . 1 FRIENDS OR NEIGHBORS ARE MEMBERS . . . . 2 NEITHER . . . . 3 DON'T KNOW 4
36. (SHOW CARD #3) Have you ever voted for someone or known about an election for parents to be elected as a member of the parent advisory organization?	HAVE VOTED . . . . 1 HAVE KNOWN ABOUT AN ELECTION . . . . 2 NOT VOTED AND NOT KNOWN ABOUT ELECTION 3

37. Many schools have extra activities, such as school plays or science fairs, which are in addition to regular classes. Do any members of the family go to see these extra school activities or programs put on by the children at school?

YES	1
NO	2

---

38. Has (child's name) ____________ taken part in any of these extra school activities or programs since school started?

YES	1
NO	2

Sometimes children bring home school work or projects to do on their own at home.

39. (SHOW CARD #4) During the school year, how often does (child's name) ____________ *usually* bring home school work or projects to work on: nearly every day, two or three times a week, or just once a week, or occasionally such as once a month or so?

NEARLY EVERY DAY – FOUR OR FIVE TIMES A WEEK	1
TWO OR THREE TIMES A WEEK	2
ONCE A WEEK	3
OCCASIONALLY SUCH AS ONCE A MONTH OR SO	4
DOES WORK AT SCHOOL/ DOES NOT HAVE HOME WORK ASSIGNMENTS (SKIP TO Q. 42)	5

IF RESPONSES 1, 2 OR 3 IN Q. 39, ASK:

40. Is there a place in the home where he/she usually goes to work on school assignments?

YES (ASK Q. 41)	1
NO (SKIP TO Q. 42)	2

IF "YES" IN Q. 40, ASK:

41. Where is that? (ACCEPT MORE THAN ONE RESPONSE)

____

____

____

---

42. In the last month, how often has someone in the family helped your child with his/her school work: very often, somewhat often, not very often, or never?

VERY OFTEN	1
SOMEWHAT OFTEN	2
NOT VERY OFTEN	3
NEVER	4
NO SCHOOL WORK IN LAST MONTH FOR FAMILY MEMBER TO HELP WITH	5

43. (SHOW CARD #5, ACCEPT ONLY ONE RESPONSE) When your child needs help with his/her Math and Science who *usually* helps him/her?	NO ONE	1
	CHILD'S FATHER	2
	CHILD'S MOTHER	3
	CHILD'S BROTHER	4
	CHILD'S SISTER	5
	OTHER ____________ (SPECIFY)	6
44. (SHOW CARD #5, ACCEPT ONLY ONE RESPONSE) And, when your child needs help with his/her Reading, Spelling and English who *usually* helps him/her?	NO ONE	1
	CHILD'S FATHER	2
	CHILD'S MOTHER	3
	CHILD'S BROTHER	4
	CHILD'S SISTER	5
	OTHER ____________ (SPECIFY)	6
45. (SHOW CARD #5, ACCEPT ONLY ONE RESPONSE) Finally, when (child's name)_______ needs help with his/her Social Studies and Geography who *usually* helps him/her?	NO ONE	1
	CHILD'S FATHER	2
	CHILD'S MOTHER	3
	CHILD'S BROTHER	4
	CHILD'S SISTER	5
	CHILD DOES NOT HAVE THIS SUBJECT	6
	OTHER ____________ (SPECIFY)	7
46. (SHOW CARD #6) During an average school week how many times would you say your child discusses things that happen at school with grown-ups in the family?	NEVER	1
	ONCE A WEEK	2
	TWO OR THREE TIMES A WEEK	3
	NEARLY EVERY DAY – FOUR OR FIVE TIMES A WEEK	4

(SHOW CARD #7) Which of these languages are spoken regularly in your home?

47. English	YES	1
	NO	2
48. Spanish	YES (ASK Q. 54)	1
	NO	2
49. Portuguese	YES (ASK Q. 54)	1
	NO	2
50. Chinese	YES (ASK Q. 54)	1
	NO	2
51. Japanese	YES (ASK Q. 54)	1
	NO	2
52. Italian	YES (ASK Q. 54)	1
	NO	2

53. Other (Specify)________________	YES (ASK Q. 54)	1
	NO	2

IF "YES" IN Q. 48, 49, 50, 51, 52, OR 53, ASK:

54. What language is used when helping your child with his/her school work?	ENGLISH	1
	OTHER LANGUAGE	2

Now let's discuss some things that have to do with reading.

55. (SHOW CARD #8) Approximately how many books are in your home right now that you think would be easy enough for (child's name)__________ to read without help?	0 (SKIP TO Q. 58)	1
	1-10 (SKIP TO Q. 58)	2
	11-20 (SKIP TO Q. 58)	3
	21-30 (SKIP TO Q. 58)	4
	31-40 (SKIP TO Q. 58)	5
	41-50 (SKIP TO Q. 58)	6
	51 AND OVER (SKIP TO Q. 58)	7
	CHILD DOES NOT KNOW HOW TO READ (ASK Q. 56)	8

IF "CHILD DOES NOT KNOW HOW TO READ" IN Q. 55, ASK:

56. Do you or does anyone else in the household ever read aloud to (child's name)__________?	YES (ASK Q. 57)	1
	NO (SKIP TO Q. 58)	2

IF "YES" IN Q. 56, ASK:

57. (SHOW CARD #9) How frequently do you and/or others in your household read aloud to (child's name)__________?	ONCE A WEEK OR LESS	1
	TWO OR THREE TIMES A WEEK	2
	NEARLY EVERY DAY – FOUR OR FIVE TIMES A WEEK OR MORE	3

---

58. (NOTE: USE "LIKE" INSTEAD OF "READ" FOR CHILD WHO DOES NOT KNOW HOW TO READ) What type of books does he/she read/like *most:* story books, school books, or comic books?	STORY BOOKS	1
	SCHOOL BOOKS	2
	COMIC BOOKS	3
	OTHER________________ (SPECIFY)	4

59.	How many books has (child's name) brought home from the school library or public library in the last two weeks?	NONE . . . . 1 BETWEEN ONE AND FIVE . . . . . . 2 BETWEEN SIX AND TEN . . . . 3 MORE THAN TEN . . . . 4 BROUGHT HOME BOOK(S) FROM SOURCE OTHER THAN LIBRARY (SPECIFY)______________ . . . 5
60.	Do you subscribe to, regularly buy or receive a newspaper?	YES . . . . 1 NO 2
61.	Do you subscribe to, regularly buy or receive magazines for reading there at home?	YES . . . . 1 NO 2
62.	During a normal weekday of the school year, there are several hours when your child is not sleeping, eating, or in school. Of that time, how many hours does (name of child) ________ spend doing homework?	# OF *HOURS* DOING HOMEWORK ______ HRS.
63.	And how many hours during a normal weekday of the school year does (name of child) ________ spend reading magazines, newspapers, or any kind of book, including comic and school books?	# OF *HOURS* READING ______ HRS.
64.	And, during a normal weekday of the school year, how many hours does (name of child) ________ spend watching television?	# OF *HOURS* WATCHING TELEVISION ______ HRS.
65.	How many hours does (name of child) __________ spend doing chores or work around the house during a normal weekday?	# OF *HOURS* DOING CHORES AROUND THE HOUSE ______ HRS.
66.	And how many hours does (name of child) ________ spend just playing in general, again on a normal weekday during the school year?	# OF *HOURS* PLAYING IN GENERAL ______ HRS.

67. Which television programs does your child watch most frequently (any day of the week)? (ACCEPT ALL RESPONSES AND RECORD CATEGORY WHERE KNOWN)

67a. First Mention	67b. Second Mention	67c. Third Mention
________________	________________	________________
(Name of Program)	(Name of Program)	(Name of Program)
Cartoons 1	Cartoons 1	Cartoons 1
Children's Shows 2	Children's Shows 2	Children's Shows 2
Situation Comedy 3	Situation Comedy 3	Situation Comedy 3
Science Fiction 4	Science Fiction 4	Science Fiction 4
Adventure 5	Adventure 5	Adventure 5
Educational 6	Educational 6	Educational 6
Crime & Police Show 7	Crime & Police Show 7	Crime & Police Show 7
Drama 8	Drama 8	Drama 8
Variety Show 9	Variety Show 9	Variety Show 9
Animal Specials 10	Animal Specials 10	Animal Specials 10
Game Shows 11	Game Shows 11	Game Shows 11
News 12	News 12	News 12
Sports 13	Sports 13	Sports 13
Specials 14	Specials 14	Specials 14
Other (Specify)	Other (Specify)	Other (Specify)
________________ 15	________________ 15	________________ 15

67d. Other Mentions (JUST LIST NAME OF PROGRAMS)________________________

____

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68. Generally speaking, does (child's name) ____________ watch television with adults, with other children, or alone?	WATCHES TV WITH ADULTS .... 1 WATCHES TV WITH OTHER CHILDREN .... 2 WATCHES TV ALONE .... 3 WATCHES TV WITH ADULTS AND OTHER CHILDREN 4
69. (SHOW CARD #10) Some children talk to others a lot about the television programs they watch. Others don't have much to say about them to anyone. How about (child's name) __________ , does he/she frequently talk to you or others about the TV programs he/she watches, sometimes talk to you or others or seldom talk to you or others?	FREQUENTLY TALKS TO YOU/OTHERS .... 1 SOMETIMES TALKS TO YOU/OTHERS .... 2 SELDOM TALKS TO YOU/ OTHERS 3

70. What is the highest grade of school or educational level you expect (child's name) ______ to complete?	7th GRADE . . . . 1 8th GRADE . . . . 2 9th GRADE . . . . 3 10th GRADE . . . . 4 11th GRADE . . . . 5 12th GRADE (HIGH SCHOOL GRADUATE) . . . . 6 SOME COLLEGE (JR. COLLEGE, AND/OR ONE TO THREE YEARS OF COLLEGE AND/OR A.A. DEGREE) . . . . 7 COLLEGE GRADUATE (B.A. OR B.S. DEGREE) . . . . 8 POST GRADUATE OR PROFESSIONAL SCHOOL (M.S., M.A., Ph.D., DOCTOR, DENTIST, LAWYER, etc) 9
71. Do you expect (child's name) ______ to attend a vocational training school?	YES . . . . 1 NO 2
72. Does (child's name) ______ always or usually, sometimes, or seldom take enough time to eat breakfast at home?	ALWAYS/USUALLY HAS BREAKFAST . . . . 1 SOMETIMES HAS BREAKFAST . . . . 2 SELDOM HAS BREAKFAST 3

The following questions are about the education, employment history, and income of your family. These questions and the answers you provide are very important to determine the educational services to be provided different students. Again, I'd like to assure you that neither the school nor any government agency or individual will be able to obtain this information. Your answers will be combined with those of many others. Your individual, specific answers will never be identified with you or your family in any way.

DO NOT INCLUDE FOSTER CHILDREN IN Q. 73-77. FOSTER CHILDREN *SHOULD* BE INCLUDED IN Q. 78a AND 78b.

73. Including yourself, how many members of your family are living in your house?	______ # IN HOUSEHOLD
74. Of these, how many are 5 years old or younger?	______ # IN HOUSEHOLD
75. And, how many are between 6 years old and 13 years old?	______ # IN HOUSEHOLD
76. And, how many are between 14 years old and 17 years old?	______ # IN HOUSEHOLD

77. How many family members in this household, including yourself, are 18 years of age and over?	________ # IN HOUSEHOLD
(TOTAL OF Q. 74-77 MUST EQUAL NUMBER IN HOUSEHOLD IN Q. 73)	________ # IN HOUSEHOLD TOTAL MUST MATCH Q. 73

Q. 78a AND 78b *SHOULD* INCLUDE FOSTER CHILDREN.

78a. How many individuals unrelated to your family are living in your house?	________ # IN HOUSEHOLD (IF "NONE," SKIP TO Q. 79)
78b. Finally, how many of these unrelated individuals living in your house are 14 years of age or older?	________ # IN HOUSEHOLD
79. Now, concerning the man of the house – how old is he (are you)?	17 TO 24 . . . . 1 25 TO 34 . . . . 2 35 TO 44 . . . . 3 45 TO 54 . . . . 4 55 TO 64 . . . . 5 65 AND OVER . . . . 6 NO MAN OF THE HOUSE (SKIP TO Q. 105) 7
80. What was the last grade of school he(you) completed?	8TH GRADE OR LESS . . . . . . 1 9-11TH GRADE . . . . 2 12TH GRADE . . . . 3 SOME COLLEGE. . . . . 4 COLLEGE GRADUATE . . . . . . 5 POST GRADUATE OR PROFESSIONAL SCHOOL 6

81. What is his(your) occupation? (IF RESPONDENT DOES NOT KNOW, ASK:) What does he(do you) do at work?

____

82. In 1976 how many weeks did he(you) work either full time or part time not counting work around the house? (INCLUDE PAID VACATION AND PAID SICK LEAVE)	NONE (ASK Q. 83). . . . . . . A ________ # OF WKS WORKED (SKIP TO Q. 85) . . . . B

IF "NONE" IN Q. 82, ASK:

83. Even though he(you) did not work in 1976, did he(you) spend any time trying to find a job?	YES (ASK Q. 84) . . . . 1 NO (SKIP TO Q. 89) 2

IF "YES" IN Q. 83, ASK.

84. How many different weeks was he(were you) looking for work or on layoff from a job?	________ # OF WEEKS LOOKING FOR WORK OR ON LAYOFF FROM A JOB. (SKIP TO Q. 89)

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85. In the weeks that the man of the house worked(you worked), how many hours did he(you) usually work per week?	________ # OF HOURS WORKED PER WEEK
86. For how many employers did he(you) work in 1976? (IF MORE THAN ONE AT THE SAME TIME ONLY COUNT IT AS ONE EMPLOYER.)	ONE. . . . . 1 TWO . . . . 2 THREE OR MORE 3

IF MAN OF HOUSE WORKED 50-52 WEEKS IN Q. 82 SKIP TO Q. 89

87. You said he(you) worked about (ENTER IN Q. 82 RESPONSE) weeks in 1976. How many of the remaining (52 MINUS ENTRY IN Q. 82) weeks was he(were you) looking for work or on layoff from a job?	________ # OF WEEKS LOOKING FOR WORK OR ON LAYOFF FROM A JOB. (IF ZERO WEEKS LOOKING OR ON LAYOFF SKIP TO Q. 89)
88. Were the (ENTER IN Q. 87 RESPONSE) ________ weeks he was (you were) looking for work or on layoff all in one stretch? (IF "NO" ASK:) Was it in two stretches or three or more?	YES – ONE STRETCH . . . . . 1 NO – TWO STRETCHES . . . . 2 NO – THREE OR MORE STRETCHES 3
89. Now, please think back to 1975. Was the man of the house (were you) employed full time for the whole year?	YES, EMPLOYED FULL TIME (SKIP TO Q. 91). . . . . 1 NO, NOT EMPLOYED FULL TIME (ASK Q. 90) 2

IF "NO" IN Q. 89, ASK:

90. (SHOW CARD #11) How long was he(were you) unemployed and/or employed part-time in 1975?	LESS THAN ONE MONTH	1
	ONE UP TO TWO MONTHS	2
	TWO UP TO THREE MONTHS	3
	THREE UP TO FOUR MONTHS	4
	FOUR UP TO SIX MONTHS	5
	MORE THAN SIX MONTHS	6

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91. Now, please think back to 1974. Was he(were you) employed full time for the whole year?	YES, EMPLOYED FULL TIME (SKIP TO Q. 93)	1
	NO, NOT EMPLOYED FULL TIME (ASK Q. 92)	2

IF "NO" IN Q. 91, ASK:

92. (SHOW CARD #12) How long was he (were you) unemployed and/or employed part-time in 1974?	LESS THAN ONE MONTH	1
	ONE UP TO TWO MONTHS	2
	TWO UP TO THREE MONTHS	3
	THREE UP TO FOUR MONTHS	4
	FOUR UP TO SIX MONTHS	5
	MORE THAN SIX MONTHS	6

Q. 93-104 *INTERVIEWER INSTRUCTIONS QUESTIONS 93 THRU 104:*

COMPLETE INCOME RECORD SHEET FOR MAN OF THE HOUSEHOLD. ASK EACH INCOME SOURCE, INDICATE RECEIVED OR NOT RECEIVED AND FILL IN AMOUNT RECEIVED.
**IF THE MAN OF THE HOUSEHOLD INDICATES THAT HE LOST MONEY ON ANY OF THE FOLLOWING QUESTIONS 94, 95, OR 103, MARK THE APPROPRIATE CATEGORY AND FILL IN THE AMOUNT LOST.

INCOME RECORD SHEET
MAN OF THE HOUSEHOLD

Now, thinking about the money that the man of the house (you) made last year (1976), please look at these income categories (SHOW SAMPLE INCOME RECORD CARD) and tell me if he (you) received any money from them; and, if so, how much he (you) received.

	INCOME CATEGORY	RECEIVED MONEY	AMOUNT RECEIVED
93.	Wages or salary?	YES . . . . .1 NO 2	$ ____________ (BEFORE DEDUCTIONS)
94.	Nonfarm business, partnership or professional practice?	YES . . . . .1 NO . . . . .2 LOST MONEY 3	$ ____________ (AFTER EXPENSES)
95.	Own farm?	YES . . . . .1 NO . . . . .2 LOST MONEY 3	$ ____________ (AFTER EXPENSES)
96.	U.S. Government – Social Security (GREEN COLORED CHECKS) or Railroad Retirement Checks?	YES . . . . .1 NO 2	$ ____________
97.	Supplemental Security Income checks from the Federal Government (GOLD COLORED CHECKS), state or local governments?	YES . . . . .1 NO 2	$ ____________
98.	Public assistance or welfare from the state or local welfare office? (IF YES, ASK:)	YES . . . . .1 NO 2	$ ____________
99.	Was it Aid to Families with Dependent Children (AFDC) or other assistance?	AFDC . . . . .1 OTHER ASST . . . . .2 BOTH 3	
100.	Veteran's payments (EXCLUDE MILITARY RETIREMENT), unemployment compensation, or workers' compensation?	YES . . . . .1 NO 2	$ ____________
101.	Interest on savings accounts, bonds, etc.	YES . . . . .1 NO 2	$ ____________
102.	Private pensions, annuities, military, retirement, other federal, state or local government employee pensions?	YES . . . . .1 NO 2	$ ____________
103.	Dividends, rental income, royalties, estates or trusts?	YES . . . . .1 NO . . . . .2 LOST MONEY 3	$ ____________
104.	Alimony, child support, other regular contributions from persons not living in the household or anything else?	YES . . . . .1 NO 2	$ ____________

105. Now, concerning the woman of the house – how old is she (are you)?	17 TO 24	1
	25 TO 34	2
	35 TO 44	3
	45 TO 54	4
	55 TO 64	5
	65 AND OVER	6
	NO WOMAN OF THE HOUSE (SKIP TO Q. 131)	7
	(SEE INTERVIEWER INSTRUCTIONS PAGE 22, FOR QUESTIONS 131 THRU 142 AND 143 THRU 154)	

106. What was the last grade of school she (you) completed?	8TH GRADE OR LESS	1
	9-11TH GRADE	2
	12TH GRADE	3
	SOME COLLEGE	4
	COLLEGE GRADUATE	5
	POST GRADUATE OR PROFESSIONAL SCHOOL	6

107. What is her (your) occupation? (IF RESPONDENT DOES NOT KNOW, ASK:) What does she (do you) do at work? ______________________________

108. In 1976 how many weeks did she (you) work either full time or part time not counting work around the house? (INCLUDE PAID VACATION AND PAID SICK LEAVE)	NONE (ASK Q. 109)	A
	________# OF WKS WORKED (SKIP TO Q. 111)	B

IF "NONE" IN Q. 108, ASK:

109. Even though she (you) did not work in 1976, did she (you) spend any time trying to find a job?	YES (ASK Q. 110)	1
	NO (SKIP TO Q. 115)	2

IF "YES" IN Q. 109, ASK:

110. How many different weeks was she (were you) looking for work or on layoff from a job?	________# OF WEEKS LOOKING FOR WORK OR ON LAYOFF FROM A JOB. (SKIP TO Q. 115)

111. In the weeks that the woman of the house worked (you worked), how many hours did she (you) usually work per week?	________# OF HOURS WORKED PER WEEK

112. For how many employers did she (you work in 1976? (IF MORE THAN ONE AT THE SAME TIME ONLY COUNT IT AS ONE EMPLOYER.)	ONE	1
	TWO	2
	THREE OR MORE	3

IF WOMAN OF HOUSE WORKED 50-52 WEEKS IN Q. 108 SKIP TO Q. 115

113. You said she (you) worked about (ENTER IN Q. 108 RESPONSE) ______ weeks in 1976. How many of the remaining (52 MINUS ENTRY IN Q. 108) weeks was she (were you) looking for work or on layoff from a job?	________ # OF WEEKS LOOKING FOR WORK OR ON LAYOFF FROM A JOB. (IF ZERO WEEKS LOOKING OR ON LAYOFF SKIP TO Q. 115)
114. Were the (ENTER IN Q. 113 RESPONSE) ______ weeks she was (you were) looking for work or on layoff all in one stretch? (IF "NO" ASK:) Was it in two stretches or three or more?	YES – ONE STRETCH . . . . 1 NO – TWO STRETCHES . . . . 2 NO – THREE OR MORE STRETCHES 3
115. Now, please think back to 1975. Was the woman of the house (were you) employed full time for the whole year?	YES, EMPLOYED FULL TIME (SKIP TO Q. 117) . . . . 1 NO, NOT EMPLOYED FULL TIME (ASK Q. 116) 2

IF "NO" IN Q. 115, ASK:

116. (SHOW CARD #13) How long was she (were you) unemployed and/or employed part-time in 1975?	LESS THAN ONE MONTH . . . . . 1 ONE UP TO TWO MONTHS . . . . 2 TWO UP TO THREE MONTHS. . . . . 3 THREE UP TO FOUR MONTHS. . . . . 4 FOUR UP TO SIX MONTHS . . . . 5 MORE THAN SIX MONTHS 6

117. Now, please think back to 1974. Was she (were you) employed full time for the whole year?	YES, EMPLOYED FULL TIME (SKIP TO Q. 119) . . . . 1 NO, NOT EMPLOYED FULL TIME (ASK Q. 118). 2

IF "NO" IN Q. 117, ASK:

118. (SHOW CARD #14) How long was she (were you) unemployed and/or employed part-time in 1974?	LESS THAN ONE MONTH . . . . . 1 ONE UP TO TWO MONTHS . . . . 2 TWO UP TO THREE MONTHS . . . . 3 THREE UP TO FOUR MONTHS. . . . . 4 FOUR UP TO SIX MONTHS . . . . 5 MORE THAN SIX MONTHS 6

Q. 119-130 *INTERVIEWER INSTRUCTIONS QUESTIONS 119 THRU 130:*

COMPLETE INCOME RECORD SHEET FOR WOMAN OF THE HOUSEHOLD. ASK EACH INCOME SOURCE, INDICATE RECEIVED OR NOT RECEIVED AND FILL IN AMOUNT RECEIVED.

**IF THE WOMAN OF THE HOUSEHOLD INDICATES THAT SHE LOST MONEY ON ANY OF THE FOLLOWING QUESTIONS 120, 121, OR 129, MARK THE APPROPRIATE CATEGORY AND FILL IN THE AMOUNT LOST.

Q. 131-142 *INTERVIEWER INSTRUCTIONS QUESTIONS 131 THRU 142:*

IF THERE ARE ANY OTHER FAMILY MEMBERS 14 YEARS AND OVER OTHER THAN THE MAN AND/OR WOMAN OF THE HOUSE (SEE QUESTIONS 76 & 77), COMPLETE INCOME RECORD SHEET FOR OTHER FAMILY MEMBERS. ASK EACH INCOME SOURCE, INDICATE RECEIVED OR NOT RECEIVED AND FILL IN AMOUNT RECEIVED.

**IF OTHER FAMILY MEMBERS LOST MONEY ON ANY OF THE FOLLOWING QUESTIONS 132, 133, OR 141, MARK THE APPROPRIATE CATEGORY AND FILL IN THE AMOUNT LOST.

Q. 143-154 *INTERVIEWER INSTRUCTIONS QUESTIONS 143 THRU 154:*

IF QUESTION 78b HAS ONE OR MORE PERSONS INDICATED, COMPLETE INCOME RECORD SHEET FOR NON-RELATED INDIVIDUALS. ASK EACH INCOME SOURCE, INDICATE RECEIVED OR NOT RECEIVED AND FILL IN AMOUNT RECEIVED.

**IF NON-RELATED INDIVIDUALS LOST MONEY ON ANY OF THE FOLLOWING QUESTIONS 144, 145, OR 153, MARK THE APPROPRIATE CATEGORY AND FILL IN THE AMOUNT LOST.

INCOME RECORD SHEET
WOMAN OF THE HOUSEHOLD

Now, thinking about the money that the woman of the house (you) made last year (1976), please look at these income categories (SHOW SAMPLE INCOME RECORD CARD) and tell me if she (you) received any money from them; and, if so, how much she (you) received.

	INCOME CATEGORY	RECEIVED MONEY	AMOUNT RECEIVED
119.	Wages or salary?	YES ....1 NO..............2	$ ________________ (BEFORE DEDUCTIONS)
120.	Nonfarm business, partnership or professional practice?	YES ....1 NO..............2 LOST MONEY.....3	$ ________________ (AFTER EXPENSES)
121.	Own farm?	YES ....1 NO..............2 LOST MONEY.....3	$ ________________ (AFTER EXPENSES)
122.	U.S. Government – Social Security (GREEN COLORED CHECKS) or Railroad Retirement Checks?	YES ....1 NO..............2	$ ________________
123.	Supplemental Security Income checks from the Federal Government (GOLD COLORED CHECKS), state or local governments?	YES ....1 NO..............2	$ ________________
124.	Public assistance or welfare from the state or local welfare office? (IF YES, ASK:)	YES ....1 NO..............2	$ ________________
125.	Was it Aid to Families with Dependent Children (AFDC) or other assistance?	AFDC ....1 OTHER ASST .....2 BOTH 3	
126.	Veteran's payments (EXCLUDE MILITARY RETIREMENT), unemployment compensation, or workers' compensation?	YES ....1 NO..............2	$ ________________
127.	Interest on savings accounts, bonds, etc.	YES ....1 NO..............2	$ ________________
128.	Private pensions, annuities, military, retirement, other federal, state or local government employee pensions?	YES ....1 NO..............2	$ ________________
129.	Dividends, rental income, royalties, estates or trusts?	YES ....1 NO..............2 LOST MONEY.....3	$ ________________
130.	Alimony, child support, other regular contributions from persons not living in the household or anything else?	YES ....1 NO..............2	$ ________________

INCOME RECORD SHEET
OTHER FAMILY MEMBERS

Now, thinking about the money that all other family members 14 years of age and older living in the house made last year (1976), please look at these income categories (SHOW SAMPLE INCOME RECORD CARD) and tell me if they received any money from them; and, if so, how much they received.

INCOME CATEGORY	RECEIVED MONEY	AMOUNT RECEIVED
131. Wages or salary?	YES . . . . .1 NO 2	$ ________ (BEFORE DEDUCTIONS)
132. Nonfarm business, partnership or professional practice?	YES . . . . .1 NO . . . . .2 LOST MONEY 3	$ ________ (AFTER EXPENSES)
133. Own farm?	YES . . . . .1 NO . . . . .2 LOST MONEY 3	$ ________ (AFTER EXPENSES)
134. U.S. Government – Social Security (GREEN COLORED CHECKS) or Railroad Retirement Checks?	YES . . . . .1 NO 2	$ ________
135. Supplemental Security Income checks from the Federal Government (GOLD COLORED CHECKS), state or local governments?	YES . . . . .1 NO 2	$ ________
136. Public assistance or welfare from the state or local welfare office? (IF YES, ASK:)	YES 1	$ ________
137. Was it Aid to Families with Dependent Children (AFDC) or other assistance?	AFDC . . . . .1 OTHER ASST . . . . .2 BOTH 3	
138. Veteran's payments (EXCLUDE MILITARY RETIREMENT), unemployment compensation, or workers' compensation?	YES . . . . .1 NO 2	$ ________
139. Interest on savings accounts, bonds, etc.	YES . . . . .1 NO 2	$ ________
140. Private pensions, annuities, military, retirement, other federal, state or local government employee pensions?	YES . . . . .1 NO 2	$ ________
141. Dividends, rental income, royalties, estates or trusts?	YES . . . . .1 NO . . . . .2 LOST MONEY 3	$ ________
142. Alimony, child support, other regular contributions from persons not living in the household or anything else?	YES . . . . .1 NO 2	$ ________

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INCOME RECORD SHEET
NON-RELATED INDIVIDUALS

Now, thinking about the money that all non-related individuals 14 years of age and older living in the house made last year (1976), please look at these income categories (SHOW SAMPLE INCOME RECORD CARD) and tell me if they received any money from them; and, if so, how much they received.

	INCOME CATEGORY	RECEIVED MONEY	AMOUNT RECEIVED
143.	Wages or salary?	YES ....1 NO 2	$ ________ (BEFORE DEDUCTIONS)
144.	Nonfarm business, partnership or professional practice?	YES ....1 NO ....2 LOST MONEY.....3	$ ________ (AFTER EXPENSES)
145.	Own farm?	YES ....1 NO ....2 LOST MONEY.....3	$ ________ (AFTER EXPENSES)
146.	U.S. Government -- Social Security (GREEN COLORED CHECKS) or Railroad Retirement Checks?	YES ....1 NO 2	$ ________
147.	Supplemental Security Income checks from the Federal Government (GOLD COLORED CHECKS), state or local governments?	YES ....1 NO 2	$ ________
148.	Public assistance or welfare from the state or local welfare office? (IF YES, ASK:)	YES ....1 NO 2	$ ________
149.	Was it Aid to Famililties with Dependent Children (AFDC) or other assistance?	AFDC ....1 OTHER ASST .....2 BOTH 3	
150.	Veteran's payments (EXCLUDE MILITARY RETIREMENT), unemployment compensation, or workers' compensation?	Yes ....1 NO 2	$ ________
151.	Interest on savings accounts, bonds, etc.	YES ....1 NO 2	$ ________
152.	Private pensions, annuities, military, retirement, other federal, state or local government employee pensions?	YES ....1 NO 2	$ ________
153.	Dividends, rental income, royalties, estates or trusts?	YES ....1 NO ....2 LOST MONEY.....3	$ ________
154.	Alimony, child support, other regular contributions from persons not living in the household or anything else?	YES ....1 NO 2	$ ________

Now I have just a few more questions about your household in general.

155. Now thinking about the same income categories previously mentioned, what was your total family income for *1975* (SHOW CARD #15 AND SAMPLE INCOME RECORD CARD #17). Now remember, we are talking about *1975*, not last year. (THIS LAST SENTENCE DOES NOT APPEAR ON SHOW CARD, SO REMEMBER TO READ IT)

LESS THAN $1,000/YR	1
$1,000 TO $1,999/YR	2
$2,000 TO $2,999/YR	3
$3,000 TO $3,999/YR	4
$4,000 TO $4,999/YR	5
$5,000 TO $5,999/YR	6
$6,000 TO $6,999/YR	7
$7,000 TO $7,999/YR	8
$8,000 TO $8,999/YR	9
$9,000 TO $9,999/YR	10
$10,000 TO $10,000/YR	11
$11,000 TO $11,999/YR	12
$12,000 TO $12,999/YR	13
$13,000 TO $13,999/YR	14
$14,000 TO $14,999/YR	15
$15,000 TO $16,999/YR	16
$17,000 TO $18,999/YR	17
$19,000 TO $20,999/YR	18
$21,000 TO $22,999/YR	19
$23,000 TO $25,999/YR	20
$25,000 OR MORE	21

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156. Do you own or rent this home?

OWN	1
RENT	2

INTERVIEWER: ASK Q. 157 ONLY IF YOU CANNOT DETERMINE ANSWER BY OBSERVATION.

157. Is this building on a city or suburban lot, on a place of less than ten acres, or on a place of 10 acres or more?

ON A CITY OR SUBURBAN LOT (SKIP TO Q. 160)	1
ON A PLACE OF LESS THAN 10 ACRES (ASK Q. 158)	2
ON A PLACE OF 10 ACRES OR MORE (SKIP TO Q. 159)	3

IF "LESS THAN 10 ACRES" IN Q. 157, ASK:

158. Last year, 1976, did sales of crops, livestock, and other farm products from this place amount to $250 or more? (GO TO QUESTION 160)

LESS THAN $250	1
$250 OR MORE	2

IF "10 ACRES OR MORE" IN Q. 157, ASK:

159. Last year, 1976, did sales of crops, livestock, and other farm products from this place amount to $50 or more?

LESS THAN $50	1
$50 OR MORE	2

160. How many housing units are in this structure?

ONE	1
TWO	2
THREE OR FOUR	3
FIVE TO NINE	4
TEN OR MORE	5

---

161. Not counting bathrooms how many rooms are there in your home?

ONE	1
TWO	2
THREE	3
FOUR	4
FIVE	5
SIX	6
SEVEN	7
EIGHT OR MORE	8

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162. (SHOW CARD #16 – DO NOT READ RESPONSES)
Of which group do you consider yourself a member?

CAUCASIAN/WHITE, NOT OF HISPANIC ORIGIN	1
BLACK/NEGRO, NOT OF HISPANIC ORIGIN	2
HISPANIC (MEXICAN, PUERTO RICAN, CUBAN, CENTRAL OR SOUTH AMERICAN OR OTHER SPANISH CULTURE OR ORIGIN, REGARDLESS OF RACE)	3
ASIAN OR PACIFIC ISLANDER	4
AMERICAN-INDIAN OR ALASKA NATIVE	5

THANK RESPONDENT FOR COOPERATION AND PRESENT ENVELOPE CONTAINING THANK YOU – VERIFICATION LETTER

INTERVIEWER OBSERVATIONS

163. Sex of Responding Head of Household.

MALE	1
FEMALE	2

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164. Respondent's Race or Ethnic Group

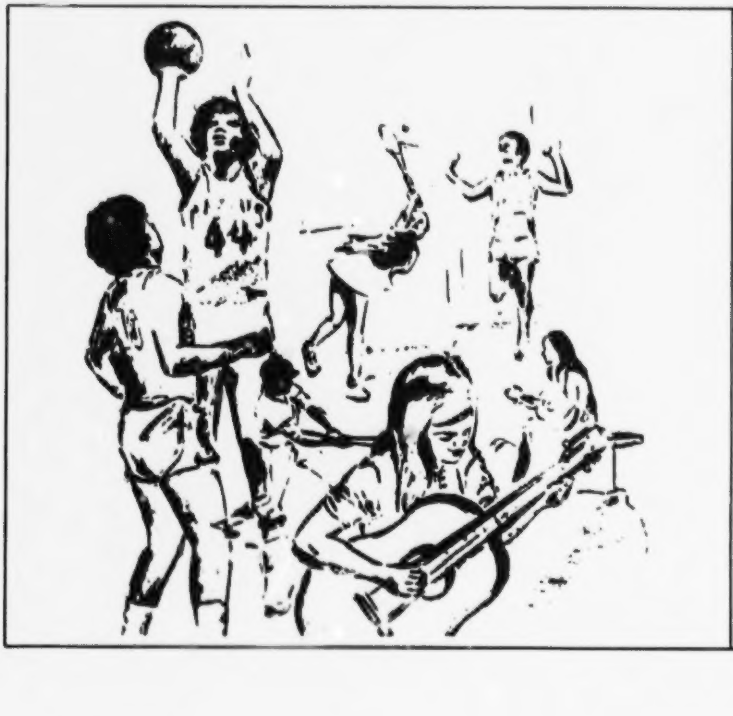
CAUCASIAN/WHITE, NOT OF HISPANIC ORIGIN	1
BLACK/NEGRO, NOT OF HISPANIC ORIGIN	2
HISPANIC (MEXICAN, PUERTO RICAN, CUBAN, CENTRAL OR SOUTH AMERICAN OR OTHER SPANISH CULTURE OR ORIGIN, REGARDLESS OF RACE)	3
ASIAN OR PACIFIC ISLANDER	4
AMERICAN-INDIAN OR ALASKA NATIVE	5

165. Type of Living Quarters	SINGLE FAMILY DWELLING, HOUSE	1
	DUPLEX	2
	APARTMENT OR FLAT	3
	HOUSING UNIT IN NON-TRANSIENT HOTEL, MOTEL, ETC	4
	HOUSING UNIT PERMANENT, IN TRANSIENT HOTEL, MOTEL, ETC	5
	HOUSING UNIT IN ROOMING HOUSE	6
	MOBILE HOME OR TRAILER	7
	UNIT NOT PERMANENT IN TRANSIENT HOTEL, MOTEL, ETC	8
	TENT SITE OR TRAILER SITE	9
	OTHER (SPECIFY) ____________	10

166. Which of the following best describes the location of the respondent's house?	LARGE CITY, OVER 500,000 POPULATION	1
	LARGE CITY, 200,000 TO 500,000 POPULATION	2
	SUBURB OF A LARGE CITY	3
	RURAL AREA NEAR A LARGE CITY	4
	MIDDLE-SIZE CITY, 50,000 TO 200,000 POPULATION	5
	SUBURB OF A MIDDLE-SIZE CITY	6
	RURAL AREA NEAR A MIDDLE-SIZE CITY	7
	SMALL CITY OR TOWN, LESS THAN 50,000 POPULATION	8
	RURAL AREA, NOT NEAR A LARGE OR MIDDLE-SIZE CITY	9

O.M.B. No. 51-R-1201

Practical Achievement Scale



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Virginia Bakery

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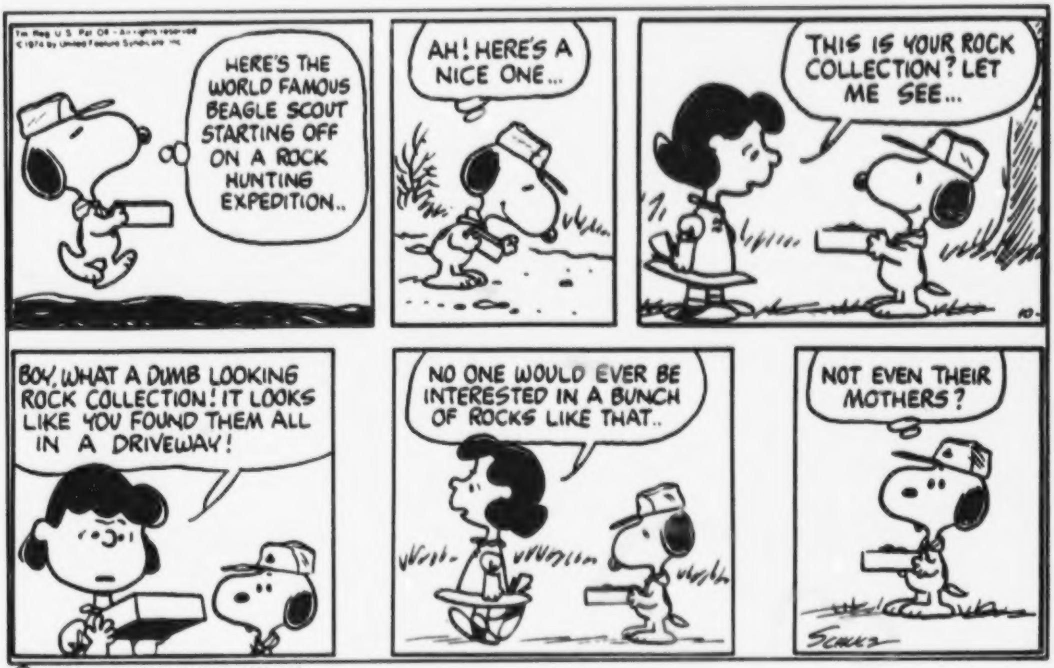
This booklet has pictures on each page and some questions about each picture. Read each question silently as it is read aloud. Then read what is in the picture to find out what the right answer is. When you have decided which answer is right, mark the space next to it, and look up to show that you are done.

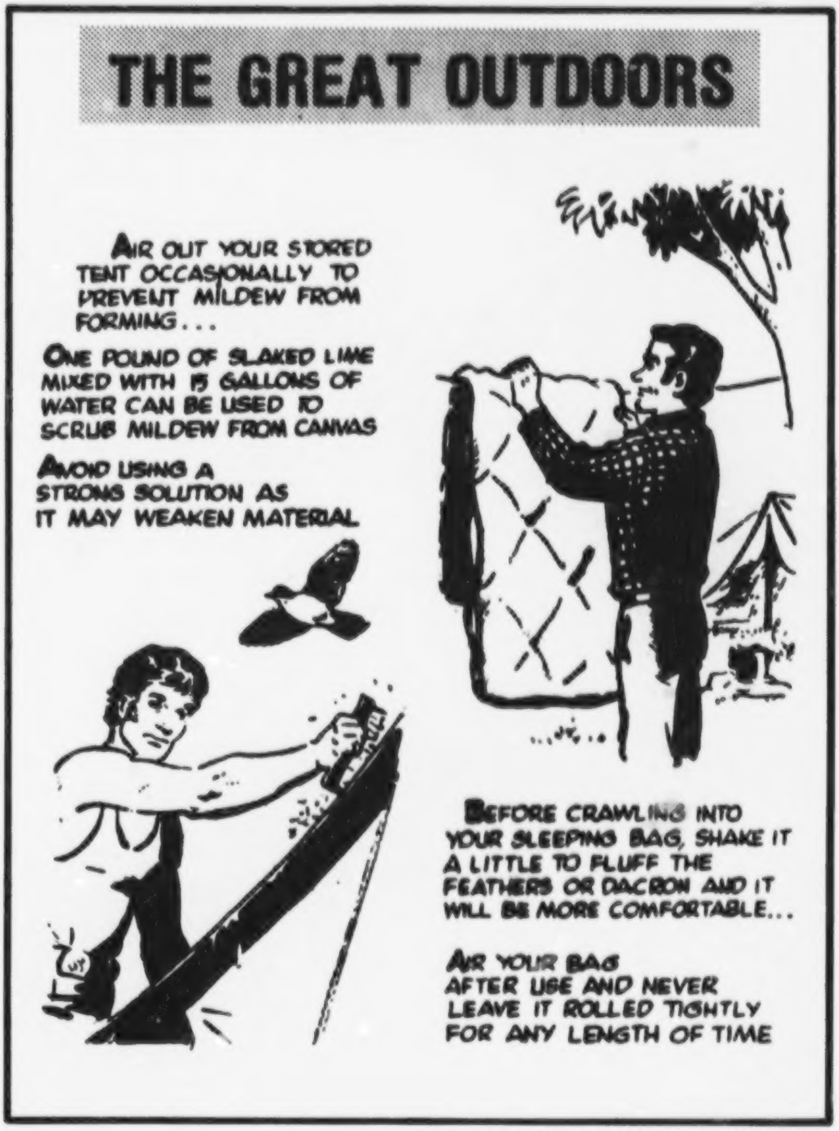
If you really don't know the answer, you may mark the one that says "Do not know," but there is a correct answer to every question. There are no trick questions. Some of the questions are hard, but try to get as many answers right as you can. Look at the sample item below.


HERE'S THE WORLD FAMOUS BEAGLE SCOUT STARTING OFF ON A ROCK HUNTING EXPEDITION..
AH! HERE'S A NICE ONE...
THIS IS YOUR ROCK COLLECTION? LET ME SEE...
BOY, WHAT A DUMB LOOKING ROCK COLLECTION! IT LOOKS LIKE YOU FOUND THEM ALL IN A DRIVEWAY!
NO ONE WOULD EVER BE INTERESTED IN A BUNCH OF ROCKS LIKE THAT..
NOT EVEN THEIR MOTHERS?
SCHULZ

© 1974 UNITED FEATURE SYNDICATE, INC

What is Snoopy looking for?

A mother
Rocks
Lucy
A driveway
Do not know


THE GREAT OUTDOORS
AIR OUT YOUR STORED TENT OCCASIONALLY TO PREVENT MILDEW FROM FORMING...
ONE POUND OF SLAKED LIME MIXED WITH 15 GALLONS OF WATER CAN BE USED TO SCRUB MILDEW FROM CANVAS
AVOID USING A STRONG SOLUTION AS IT MAY WEAKEN MATERIAL
BEFORE CRAWLING INTO YOUR SLEEPING BAG, SHAKE IT A LITTLE TO FLUFF THE FEATHERS OR DACRON AND IT WILL BE MORE COMFORTABLE...
AIR YOUR BAG AFTER USE AND NEVER LEAVE IT ROLLED TIGHTLY FOR ANY LENGTH OF TIME

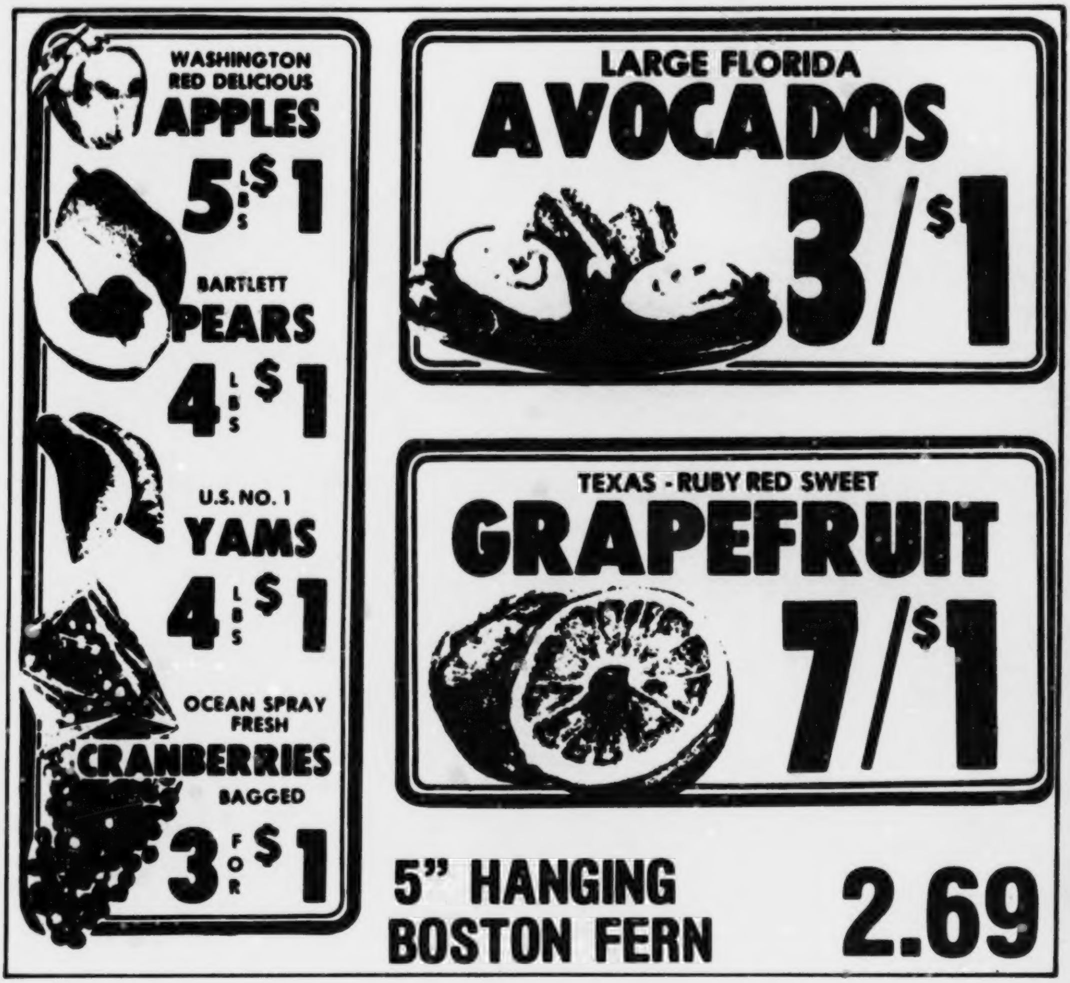
—REPRINTED FROM MARK TRAIL'S TIPS BY ED DODD
REPRINT BY PERMISSION OF FIELD NEWSPAPER SYNDICATE

BEST COPY AVAILABLE

1. According to the article, before crawling into your sleeping bag, you should

Shake it a little to make it more comfortable
Air the bag

Set up your tent
Check the area for bears
Do not know



WASHINGTON RED DELICIOUS
APPLES
5 LBS $1

BARTLETT
PEARS
4 LBS $1

U.S. NO. 1
YAMS
4 LBS $1

OCEAN SPRAY FRESH
CRANBERRIES
BAGGED
3 FOR $1

LARGE FLORIDA
AVOCADOS
3/$1

TEXAS - RUBY RED SWEET
GRAPEFRUIT
7/$1

5" HANGING BOSTON FERN 2.69

2. If you bought five pounds of apples and seven grapefruits, how much money would you spend?

$2.00	$3.50
$1.50	$1.00
	Do not know

3. How much would you pay for two avocados?

$1.00	$ .67
$ .33	$2.00
	Do not know

Pancakes

REGULAR

2 cups *Bisquick* Mix
1 egg
1⅓ cups milk

CAKE-LIKE

2 cups *Bisquick* Mix
2 eggs
1 cup milk

Grease heated griddle if necessary.

1. Beat all ingredients with rotary beater until smooth.
2. Pour batter from ¼-cup measuring cup onto griddle.
3. Bake until bubbles appear. Turn; bake other side until golden brown.

Makes about 18.

For thinner pancakes, stir in additional milk; for thicker pancakes, stir in additional *Bisquick* Mix.

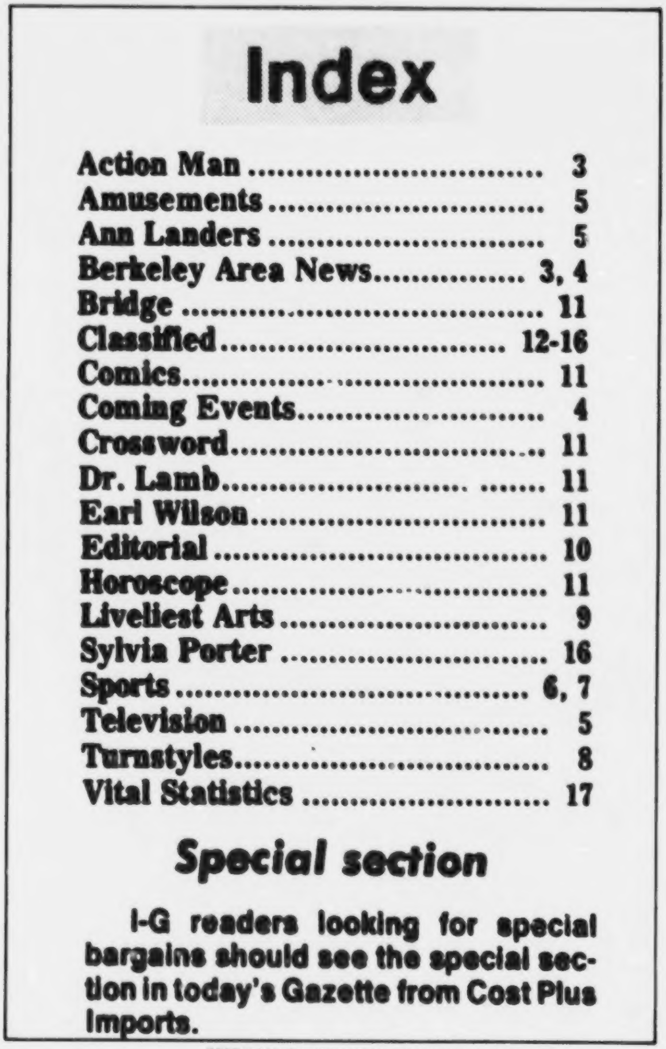
—REPRINTED BY PERMISSION OF GENERAL MILLS, INC.

4. How many eggs should you use if you want to make Cake-Like pancakes?

2 eggs
1 egg
3 egg whites
3 eggs
Do not know

5. For thinner pancakes, what should you do?

Add one more egg
Stir in additional Bisquick mix
Beat the ingredients longer
Stir in additional milk
Do not know



Index

Action Man	3
Amusements	5
Ann Landers	5
Berkeley Area News	3, 4
Bridge	11
Classified	12-16
Comics	11
Coming Events	4
Crossword	11
Dr. Lamb	11
Earl Wilson	11
Editorial	10
Horoscope	11
Liveliest Arts	9
Sylvia Porter	16
Sports	6, 7
Television	5
Turnstyles	8
Vital Statistics	17

Special section

I-G readers looking for special bargains should see the special section in today's Gazette from Cost Plus Imports.

—REPRINTED BY PERMISSION OF THE BERKELEY GAZETTE

6. What item can be found on pages 6 and 7?

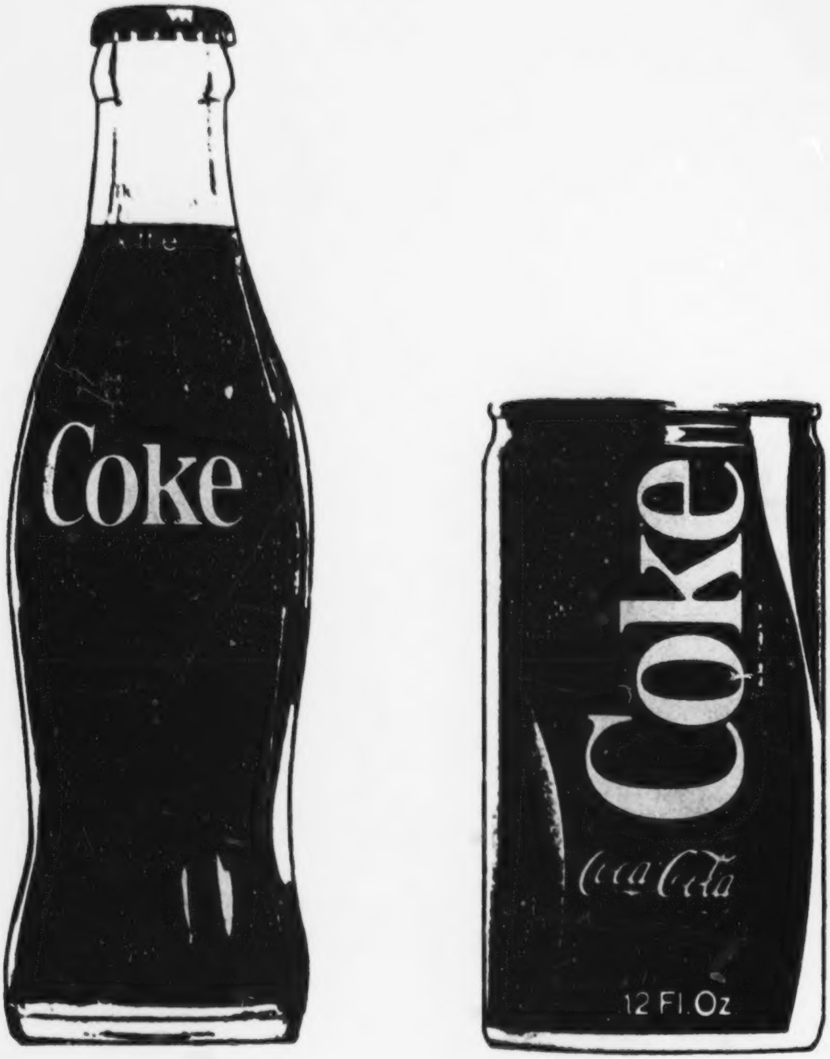
Sports
TV programs

Crossword
Horoscope
Do not know

7. On what page would the programs, "The Saturday Morning Cartoons," "The Six O'Clock News," and "Mod Squad" be found?

11
3

10
5
Do not know



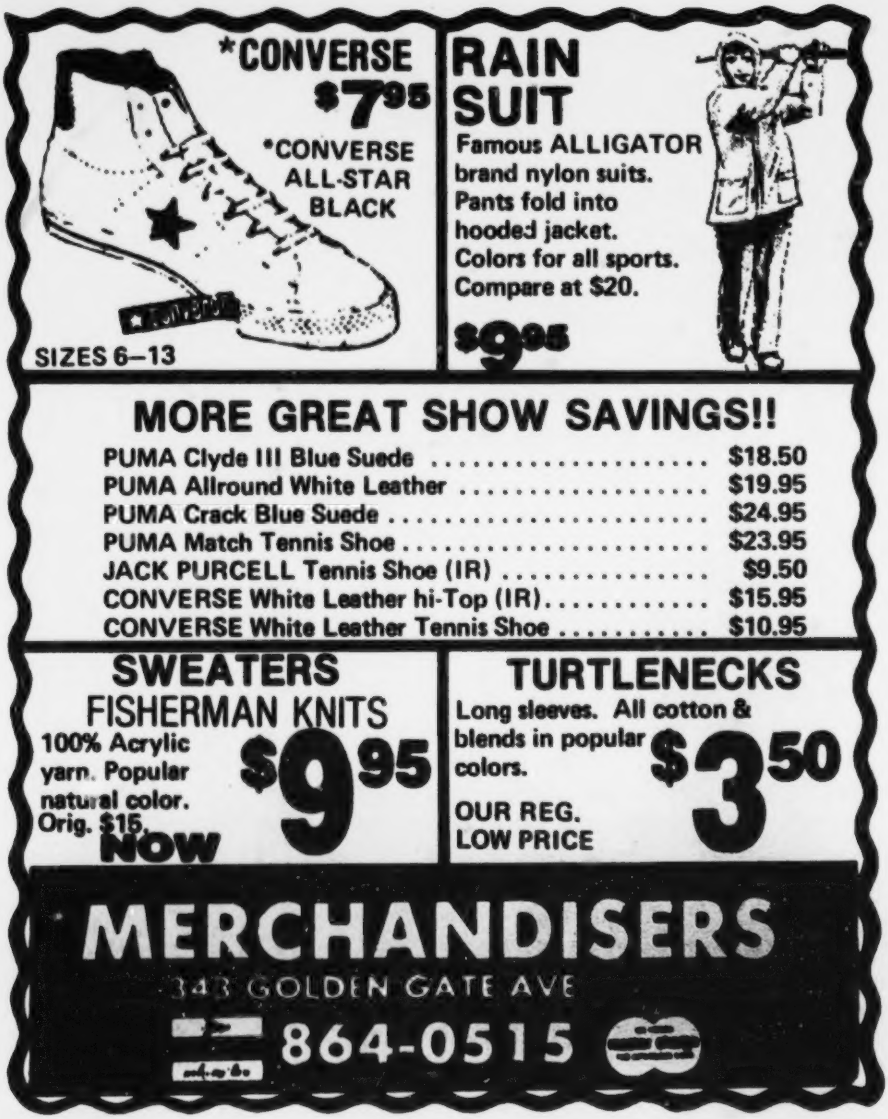
—REPRINTED BY PERMISSION OF COCA COLA COMPANY

8. How many more fluid ounces are there in the can than in the bottle?

5½ fl. oz.
6 fl. oz.
12 fl. oz.
4 fl. oz.
Do not know

9. How many more fluid ounces are there in two bottles than there are in one can?

6½ fl. oz.
4 fl. oz.
1 fl. oz.
12 fl. oz.
Do not know



***CONVERSE**

$7.95

*CONVERSE ALL-STAR BLACK

SIZES 6–13

RAIN SUIT

Famous ALLIGATOR brand nylon suits. Pants fold into hooded jacket. Colors for all sports. Compare at $20.

$9.95

MORE GREAT SHOW SAVINGS!!

PUMA Clyde III Blue Suede	$18.50
PUMA Allround White Leather	$19.95
PUMA Crack Blue Suede	$24.95
PUMA Match Tennis Shoe	$23.95
JACK PURCELL Tennis Shoe (IR)	$9.50
CONVERSE White Leather hi-Top (IR)	$15.95
CONVERSE White Leather Tennis Shoe	$10.95

SWEATERS

FISHERMAN KNITS

100% Acrylic yarn. Popular natural color. Orig. $15. **NOW**

$9.95

TURTLENECKS

Long sleeves. All cotton & blends in popular colors.

$3.50

OUR REG. LOW PRICE

MERCHANDISERS

343 GOLDEN GATE AVE

864-0515

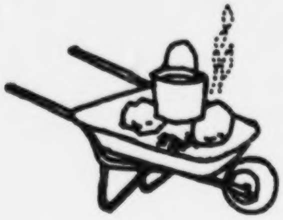
—REPRINTED BY PERMISSION OF MERCHANDISERS

10. About how much do two pairs of CONVERSE ALL-STAR BLACK cost?

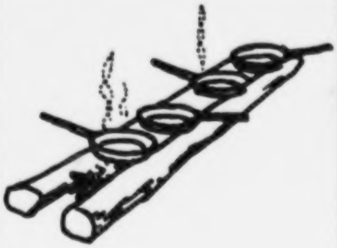
$14.00
$16.00
$ 7.95
$20.00
Do not know

11. How much cheaper are FISHERMAN KNIT SWEATERS now that they are on sale?

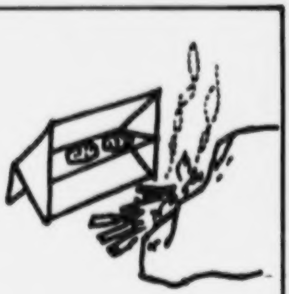
$15.00
$ 3.50
$5.05
$9.95
Do not know



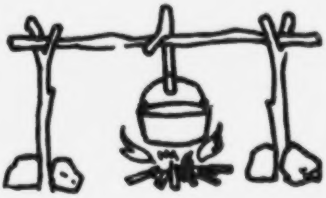
Wheelbarrow—a fine fireplace in yard or driveway.



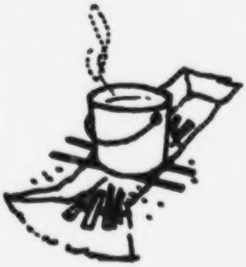
Hunter Fire—for kettle or skillet.



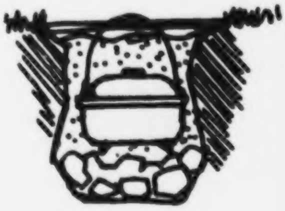
Reflector Fire—gives high steady heat for use with reflector oven or plank.



Crane and Pothook—useful for hanging kettles over a fire.



Trench Fire—good on a windy or very hot day.



Bean Hole—for pit cooking. Clambakes and imus are large-scale versions.

—REPRINTED BY PERMISSION OF THE GIRL SCOUTS OF THE U.S.A.

12. According to the picture, what would be a fine fireplace in a yard or driveway?

Reflector fire
Bean hole

Wheelbarrow
Crane and Pothook
Do not know

13. A trench fire is:

Useful for hanging kettles
Good on a windy or very hot day

Good on a rainy or cold day
Useful for clambakes
Do not know

14. What type of fire would you use for a clambake?

Hunter fire
Bean Hole

Reflector fire
Crane and Pothook
Do not know

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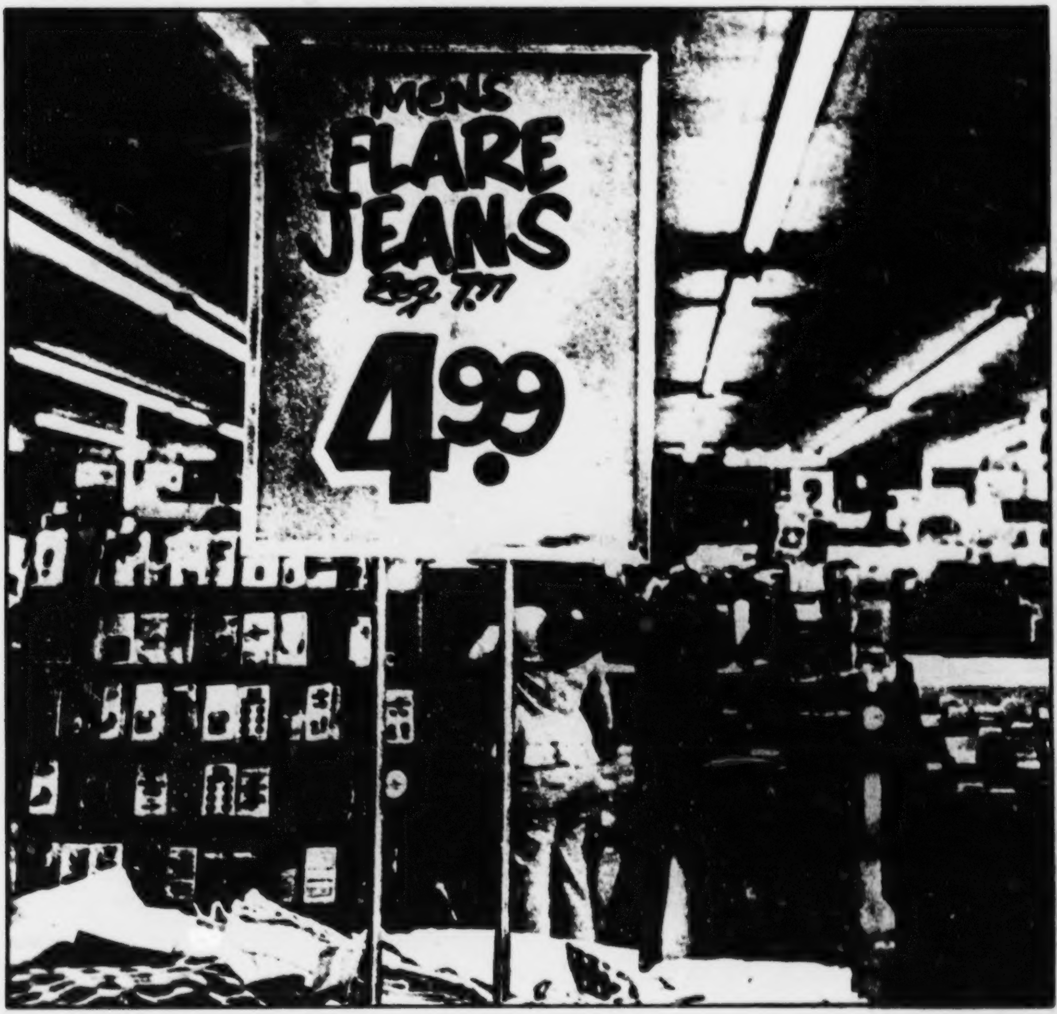
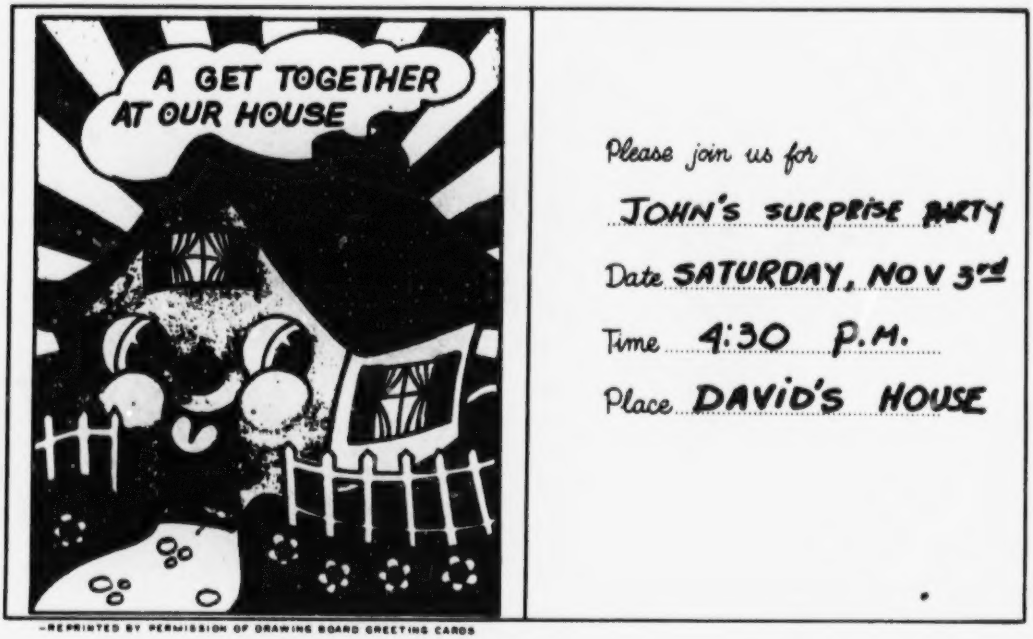

MENS
FLARE
JEANS
Reg. 7.77
4.99

15. How much cheaper are the jeans now that they are on sale?

$3.25
$2.50
$1.19
$2.98
Do not know

16. How much would two pairs of the jeans on sale cost?

$9.98
$9.18
$6.50
$7.20
Do not know


A GET TOGETHER AT OUR HOUSE

Please join us for

JOHN'S SURPRISE PARTY

Date SATURDAY, NOV 3rd

Time 4:30 P.M.

Place DAVID'S HOUSE

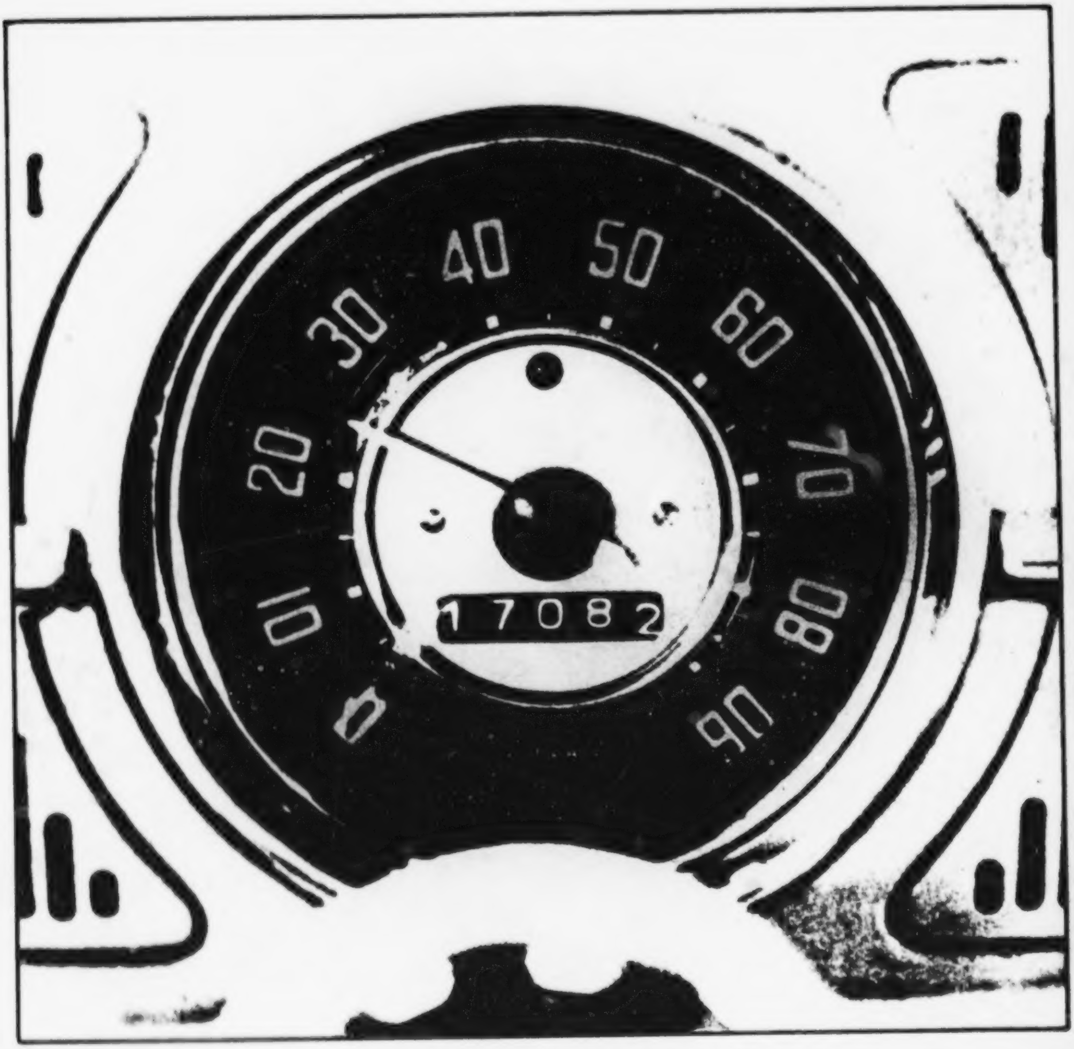
—REPRINTED BY PERMISSION OF DRAWING BOARD GREETING CARDS

17. If it takes Henry 3 minutes to get to the corner on his street, and 4 more minutes to get to David's house, what time would Henry have to leave home to get to the party at 4:30 P.M.?

4:25 P.M.
4:14 P.M.
4:10 P.M.
4:23 P.M.
Do not know

18. If the party is today, and it is now 3:00 P.M., how many minutes before John's party starts?

30 minutes
60 minutes
2 hours
90 minutes
Do not know



19. The speed limit in a school zone is 15 miles per hour. How much should this car slow down?

5 miles per hour
0 miles per hour

15 miles per hour
10 miles per hour
Do not know

20. If the driver wants to go as fast as 50 miles per hour, how much faster will the car have to go?

30 miles per hour
15 miles per hour

25 miles per hour
20 miles per hour
Do not know

TUESDAY ★

BATIK AND TIE DYE Diane Werenskiold

For 4th, 5th, 6th graders. Make your own material, using batik, tie dye and printing methods: scarves, patches, tops, banners, etc. 3:15–4:30 pm. Limit: 15. Supply fee: $3.

CHESS FOR KIDS Peter Prochaska Kolbas

Beginning/Intermediate class for 3rd thru 6th graders. 3:15–4:45 pm. Learn to play or improve your game. Self-sustaining: $6. for 12 weeks.

POTTERY Pier Voulkos

For 4th, 5th, 6th graders. Handbuilding, decorating, glazing. Limit: 10. 3:15–5:15 pm. Self sustaining: $16.50 for 11 weeks, includes clay. Minimal glaze charge.

MONKIES Bob Huebel

For 2nd, 3rd, and 4th graders. Outdoor games for fun and sports skills development. Limit: 25 each class.
Session I: 2–3 pm. Session II: 3:15–5:15 pm.

WEDNESDAY ★

GIRLS' SPORTS Bob Huebel

Kickball for 4th, 5th, 6th grade girls from Montclair school. Practice 3:15–4:45 pm Wed. Games with other play grounds Fri., 3:15–5:00 pm. No play on rainy days.

BOYS' SPORTS SKILLS Donnie Hunt

Basic football skills for 3rd, 4th grade boys. 3:15–4:30 pm. Not on rainy days.

DAISIES Diane Werenskiold

For 1st, 2nd, 3rd grade girls. Arts and crafts, games, cooking, special events. Limit: 25 each session.
Session I: 2–3 pm. Session II: 3:15–4:15 pm.
Supply cost: $1.20 for 12 weeks.

TENNIS Val Lewis

For 5th, 6th graders. Limit: 16 per class.
Beginning I (brand new): Wed./Fri. 3–4 pm
Beginning II (had Beg. I): Wed./Fri. 4–5 pm
Cost: $12.00 for 8 weeks includes $10.00 self-sustaining leader and $2.00 ball fee. Meets on Mountain Blvd. courts.

THURSDAY ★

LEATHERCRAFT Fran Kunstreich

For 4th, 5th, 6th graders. Introduction to leather using tooling, handstitching and leather dye techniques. All materials and tools included. Limit: 12. 3:30–5:00 pm. Self sustaining: $14. Includes $10. for self sustaining leader and $4. supply cost for 11 weeks.

POTTERY Bobbi Feyerabend

For 4th, 5th, 6th graders. Handbuilding and wheel work. Decorating techniques, glazing. Limit: 10. 3:15–5:15 pm. Self-sustaining: $16.50 for 11 weeks includes clay. Glaze fee.

TUMBLERS Val Lewis

Beginning gymnastics for 4th, 5th, 6th grade girls who have NOT taken the class before. Tumbling, balance beam, vaulting. 3:15–4:30 pm. Limit: 12.

COED COOKING Helen Lore

For 4th, 5th, 6th grade boys and girls who have not taken the class before. Cooking, baking exciting foods selected by class. Limit: 15. 3:15–5:15 pm. Supply cost: $5.50/11 weeks.

FRIDAY ★

MODERN DANCE Ellice Kaminsk

Girls 6–12 years. 4:15–5:15 pm. Register Sept. 26. First class Oct. 3. Modern Dance Fund fee: $1.00 per year.

TAP DANCE Joan Robinson

For 7–11 year olds. 3:15–4:00 pm. Tap shoes needed. Limit: 20. Self-sustaining: $6.60 for 11 weeks.

SATURDAY ★

MONTCLAIR CHILDREN'S THEATER Linda Emm

For 4th thru 7th graders. Improvisation, scene work, play production. 10 am–12 noon.

21. Who teaches the tennis class on Wednesdays?

Bob Huebel
Val Lewis
Pier Voulkos
Donnie Hunt
Do not know

22. The children in Saturday's Montclair Children's Theater are in what grades?

1st–2nd grade
10th–12th grade
5th–8th grade
4th–7th grade
Do not know

23. What two classes could a fourth grade student attend on Tuesday?

Daisies and Tennis
Chess and Pottery
Monkies and Pottery
Dance and Cooking
Do not know

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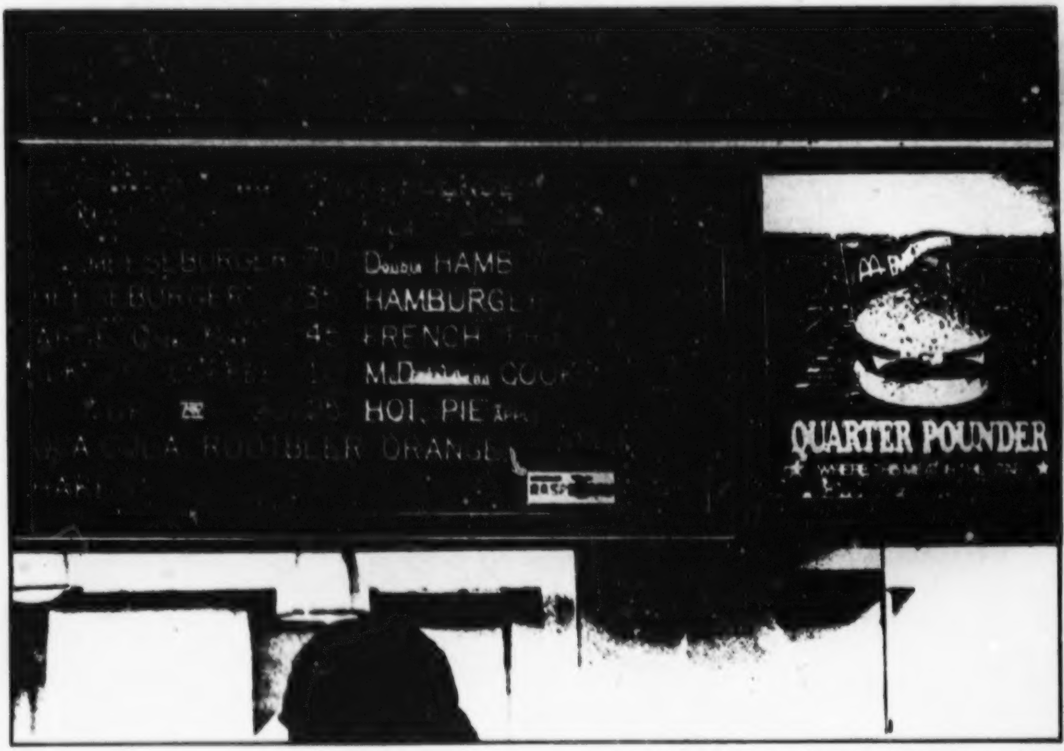

Double HAMB
HAMBURG
FRENCH
McD COOK
HOT PIE
ROOTBEER ORANGE
QUARTER POUNDER

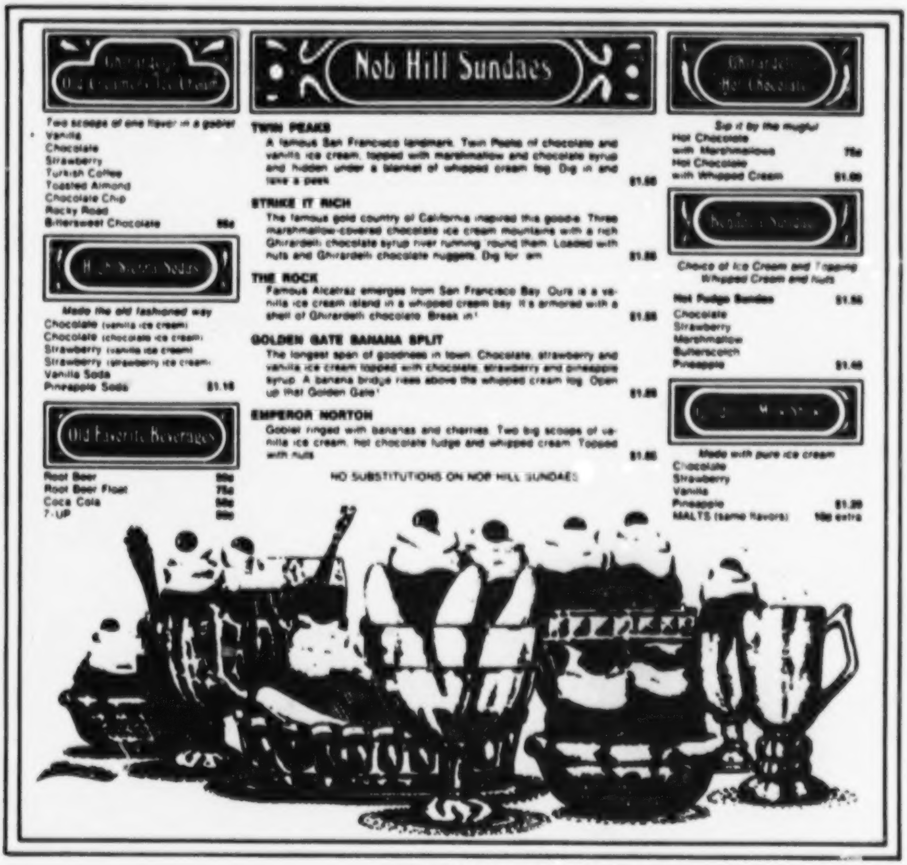
—REPRINTED WITH PERMISSION OF McDONALD'S CORPORATION
"BIG MAC IS A TRADEMARK OF McDONALD'S SYSTEM, INC."

24. You are really hungry, so you buy two BIG MAC's, a Large Order of Fries and a Big Coke. How much would you pay?

$2.05
$2.10
$2.25
$1.80
Do not know

25. If your friend bought a Double Hamburger and a small Coke with a five dollar bill, how much money would she get back?

$4.20
$ .80
$1.80
$1.30
Do not know



Ghirardelli Old Fashioned Ice Cream

Two scoops of one flavor in a goblet
Vanilla
Chocolate
Strawberry
Turkish Coffee
Toasted Almond
Chocolate Chip
Rocky Road
Bittersweet Chocolate 95¢

High Sierra Sodas

Made the old fashioned way
Chocolate (vanilla ice cream)
Chocolate (chocolate ice cream)
Strawberry (vanilla ice cream)
Strawberry (strawberry ice cream)
Vanilla Soda
Pineapple Soda $1.10

Old Favorite Beverages

Root Beer	50¢
Root Beer Float	75¢
Coca Cola	50¢
7-UP	50¢

Nob Hill Sundaes

TWIN PEAKS
A famous San Francisco landmark. Twin Peaks of chocolate and vanilla ice cream, topped with marshmallow and chocolate syrup and hidden under a blanket of whipped cream fog. Dig in and take a peek. $1.85

STRIKE IT RICH
The famous gold country of California inspired this goodie. Three marshmallow-covered chocolate ice cream mountains with a rich Ghirardelli chocolate syrup river running 'round them. Loaded with nuts and Ghirardelli chocolate nuggets. Dig for 'em. $1.85

THE ROCK
Famous Alcatraz emerges from San Francisco Bay. Ours is a vanilla ice cream island in a whipped cream bay. It's armored with a shell of Ghirardelli chocolate. Break in! $1.85

GOLDEN GATE BANANA SPLIT
The longest span of goodness in town. Chocolate, strawberry and vanilla ice cream topped with chocolate, strawberry and pineapple syrup. A banana bridge rises above the whipped cream fog. Open up that Golden Gate! $1.85

EMPEROR NORTON
Goblet ringed with bananas and cherries. Two big scoops of vanilla ice cream, hot chocolate fudge and whipped cream. Topped with nuts. $1.85

NO SUBSTITUTIONS ON NOB HILL SUNDAES

Ghirardelli Hot Chocolate

Sip it by the mugful
Hot Chocolate
with Marshmallows 75¢
Hot Chocolate
with Whipped Cream $1.00

Regular Sundaes

Choice of Ice Cream and Topping
Whipped Cream and Nuts

Hot Fudge Sundae $1.50
Chocolate
Strawberry
Marshmallow
Butterscotch
Pineapple $1.40

Goodness Shakes

Made with pure ice cream
Chocolate
Strawberry
Vanilla
Pineapple $1.20
MALTS (same flavors) 10¢ extra

—REPRINTED BY PERMISSION OF THE CHOCOLATE SHOP, GOLDEN GRAIN CO.

26. Which sundae would you choose if you wanted it to have bananas, cherries, vanilla ice cream, hot chocolate fudge, whipped cream and nuts?

Emperor Norton	Golden Gate banana split
A High Sierra Soda	A Goodness Shake
	Do not know

27. You ordered a strawberry High Sierra Soda, and your friend had a Golden Gate Banana Split. How much money will the two of you spend altogether?

$1.95	$2.85
$2.75	$2.95
	Do not know

28. If you and a friend shared a Golden Gate Banana Split, and 11¢ tax was added to the price, how much would your half of the total be?

$ .93	$ .98
$1.02	$1.85
	Do not know

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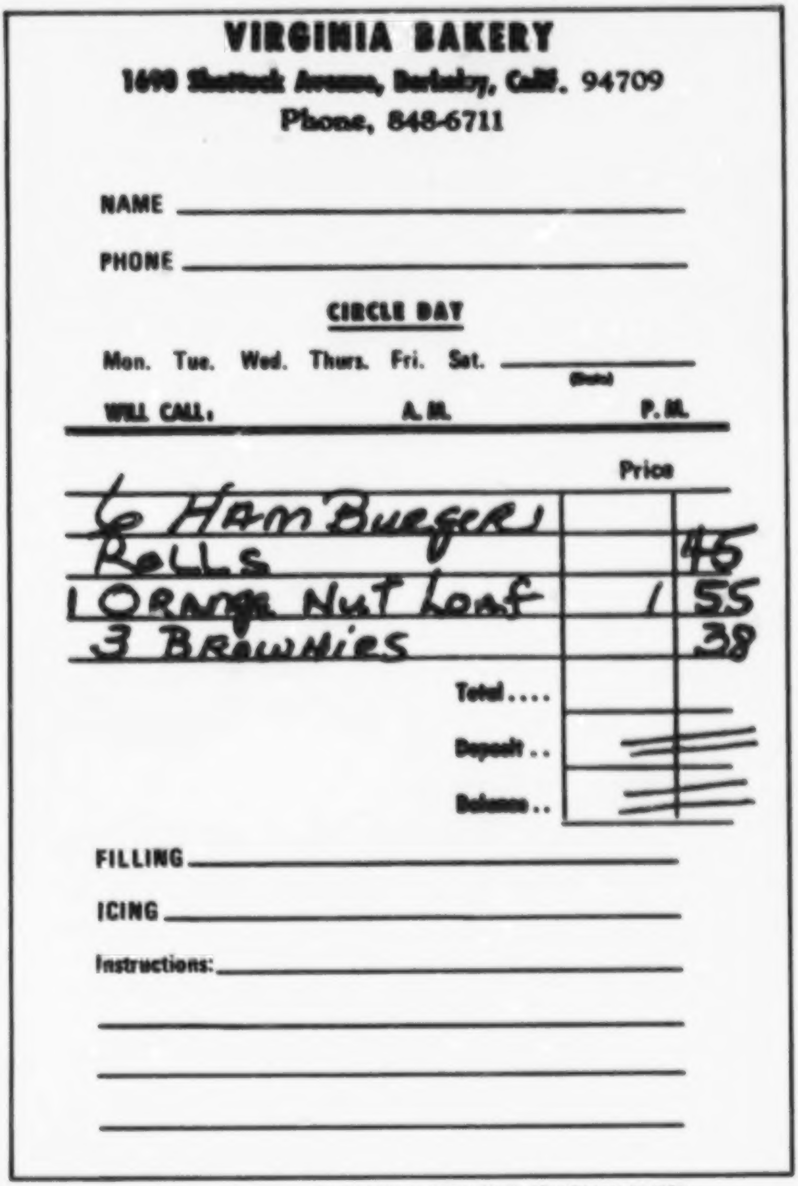

VIRGINIA BAKERY

1690 Shattuck Avenue, Berkeley, Calif. 94709
Phone, 848-6711

NAME ____________________

PHONE ____________________

CIRCLE DAY

Mon. Tue. Wed. Thurs. Fri. Sat. __________ (Date)

WILL CALL: A.M. P.M.

	Price	
6 HAMBurger		
Rolls		45
1 Orange Nut Loaf	1	55
3 Brownies		38
Total....		
Deposit..		
Balance..		

FILLING ____________________

ICING ____________________

Instructions: ____________________

— REPRINTED BY PERMISSION OF VIRGINIA BAKERY

29. What's the total amount of the bill?

$2.05	$2.35
$2.38	$2.76
	Do not know

30. How much was paid for each hamburger roll?

4½ cents	7½ cents
38 cents	9 cents
	Do not know

O.M.B. No. 51-R-1201

SCHOOL ID

READING AND MATHEMATICS COMPENSATORY EDUCATION ROSTER

TO THE COORDINATOR:

Please complete this roster during your preparations for post-test. For each student ID number, fill in the circle in the appropriate column(s) to indicate compensatory services being received in reading and mathematics. Only fill in the circle when students have been designated to receive compensatory services because they are low achieving in reading and/or mathematics. After completing the roster, please mail to SDC at your earliest opportunity.

		TYPE OF READING AND MATHEMATICS COMPENSATORY FUND									
STUDENT ID	SDC USE ONLY	TITLE I FUNDED SERVICES		OTHER FEDERALLY FUNDED SERVICES		STATE FUNDED SERVICES		DISTRICT FUNDED SERVICES		PRIVATELY FUNDED SERVICES	
		READ	MATH	READ	MATH	READ	MATH	READ	MATH	READ	MATH
		○	○	○	○	○	○	○	○	○	○
		○	○	○	○	○	○	○	○	○	○
		○	○	○	○	○	○	○	○	○	○
		○	○	○	○	○	○	○	○	○	○
		○	○	○	○	○	○	○	○	○	○
		○	○	○	○	○	○	○	○	○	○
		○	○	○	○	○	○	○	○	○	○
		○	○	○	○	○	○	○	○	○	○
		○	○	○	○	○	○	○	○	○	○
		○	○	○	○	○	○	○	○	○	○
		○	○	○	○	○	○	○	○	○	○
		○	○	○	○	○	○	○	○	○	○
		○	○	○	○	○	○	○	○	○	○
		○	○	○	○	○	○	○	○	○	○
		○	○	○	○	○	○	○	○	○	○
		○	○	○	○	○	○	○	○	○	○
		○	○	○	○	○	○	○	○	○	○
		○	○	○	○	○	○	○	○	○	○
		○	○	○	○	○	○	○	○	○	○
		○	○	○	○	○	○	○	○	○	○

O.M.B. No. 51-R-1201

Student Affective Measures

PRIMARY VERSION

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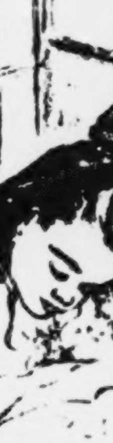
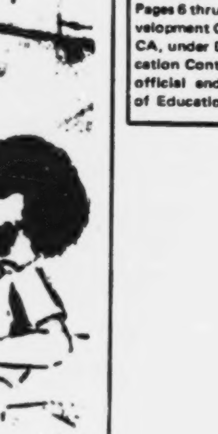
SAMPLE A



SAMPLE B



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SAMPLE C

I like to play games at school.

YES Not Sure NO

SAMPLE D

I am good at playing games.

YES Not Sure NO

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41

I like reading more than I used to.

YES Not Sure NO

42

I enjoy the work I do in class.

YES Not Sure NO

43

I am a better student than I used to be.

YES Not Sure NO

44

I can think up answers to questions.

YES Not Sure NO

45

I do better work in mathematics than I used to.

YES Not Sure NO

46

School work is very interesting.

YES Not Sure NO

47. I like to learn about new things.

YES Not Sure NO

48. I am good in my school work.

YES Not Sure NO

49. I do better work in reading than I used to.

YES Not Sure NO

50. I like school very much.

YES Not Sure NO

51. School work is more interesting than it used to be.

YES Not Sure NO

52. I can learn things quickly.

YES Not Sure NO

53. I like mathematics more than I used to.

YES Not Sure NO

54. I am happy when I am at school.

YES Not Sure NO

55. I like school more than I used to.

YES Not Sure NO

56. I like my school work more than I used to.

YES Not Sure NO

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O.M.B. No. 51-R-1201

Student Affective Measures
INTERMEDIATE VERSION

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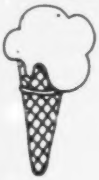
SAMPLE A Eating ice cream cones

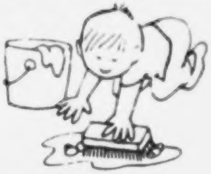


LIKE

Not Sure or Don't Care

DISLIKE

SAMPLE B Washing the floor



LIKE

Not Sure or Don't Care

DISLIKE

BEST COPY AVAILABLE

SAMPLE C

I like to play games at school.

YES Not Sure NO

SAMPLE D

I am good at playing games.

YES Not Sure NO

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not reproduced in this report.

41. I like reading more than I used to.

YES Not Sure NO

42. I enjoy the work I do in class.

YES Not Sure NO

43. I am a better student than I used to be.

YES Not Sure NO

44. I can think up answers to questions.

YES Not Sure NO

45. I do better work in mathematics than I used to.

YES Not Sure NO

46. School work is very interesting.

YES Not Sure NO

47

I like to learn about new things.

YES Not Sure NO

48

I am good in my school work.

YES Not Sure NO

49

I do better work in reading than I used to.

YES Not Sure NO

50

I like school very much.

YES Not Sure NO

51

School work is more interesting than it used to be.

YES Not Sure NO

52

I can learn things quickly.

YES Not Sure NO

53

I like mathematics more than I used to.

YES Not Sure NO

54

I am happy when I am at school.

YES Not Sure NO

55

I like school more than I used to.

YES Not Sure NO

56

I like my school work more than I used to.

YES Not Sure NO

STOP

O.M.B. No. 51-R-1201

B
C

STUDENT BACKGROUND CHECKLIST

TO THE TEACHER:

Please answer the following questions about the student identified above. For some of the questions the answers will probably be in your school records. For answers that are not a matter of record, please use your best estimate. All answers will be treated in accordance with new federal privacy acts.

This study is authorized by law (Section 151 of Title I, ESEA, as amended by Section 101(a) 8 of P.L. 93-380). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely.

Thank you for your cooperation.

1. In what grade is this student? If the student is in an ungraded class, indicate the grade student would be in if grades were used. (Mark one.)

1st grade
2nd grade
3rd grade
4th grade
5th grade
6th grade

2. When did the student enter this grade? (Mark one.)

Spring 1976 (a mid-year promotion)
Fall 1976

3. Student's age at last birthday. (Mark one.)

5 years
6 years
7 years
8 years
9 years
10 years
11 years
12 years

4. Student's sex.

Male
Female

5. Racial and ethnic origins. (Use your own judgment. Do not ask the student.)

a. What is the student's racial background? (Mark one.)

American Indian or Alaskan Native
Asian or Pacific Islander
Black/Negro
Caucasian/White

b. Is the student's ethnic heritage Hispanic? (Mark Yes or No.)

Yes
No

6. To the best of your knowledge, did the student participate in any of the following educational experiences prior to grade one? (If you do not know, and the information is not a matter of record, please ask the student, then use your judgment.) (Mark Yes or No for each experience.)

Early childhood experience	Yes	No
Kindergarten and/or pre-Kindergarten		
Head Start		
Summer school		
Nursery/day-care center		
Pre-school, excluding day-care center		

7. To your knowledge, does the student participate in a free or reduced-price lunch or breakfast program? (Use your own observation or school records. Do not ask the student.)

Yes
No

8. Please indicate the compensatory services that the student received last year and is receiving this year. (Compensatory services are those provided to low-achieving students* that are different from, or in addition to, regular services.) (Mark Yes or No for each service for both years.)

No compensatory services last year or this year.

Compensatory Services	1975–76		No record available	1976–77	
	Yes	No		Yes	No
Reading					
Mathematics					
Guidance and counseling provided by a specialist					
Health and nutrition					

* For this study, low-achieving students are students who are achieving one year or more below grade level. The category "low-achieving students" does not include educable or trainable mentally retarded.

9. If this student received compensatory reading instruction last year, but is no longer receiving such services, what is the reason? (Mark one.)

Does not apply. The student did not receive compensatory reading instruction last year.
Does not apply. The student is receiving compensatory reading instruction this year.
It was determined that the student no longer qualified for compensatory reading instruction, based on standardized achievement test results and/or teacher judgment.
Compensatory funds were cut back or eliminated, excluding the student from compensatory reading instruction.
The student was promoted to a grade in which we do not have a compensatory reading program.
No record on whether student received compensatory reading instruction last year.

10. If this student received compensatory mathematics instruction last year, but is no longer receiving such services, what is the reason? (Mark one.)

Does not apply. The student did not receive compensatory mathematics instruction last year.
Does not apply. The student is receiving compensatory mathematics instruction this year.
It was determined that the student no longer qualified for compensatory mathematics instruction, based on standardized achievement test results and/or teacher judgment.
Compensatory funds were cut back or eliminated, excluding the student from compensatory mathematics instruction.
The student was promoted to a grade in which we do not have a compensatory mathematics program.
No record on whether student received compensatory mathematics instruction last year.

11. Whether or not the student is now receiving compensatory instruction, in your estimation does the student need compensatory instruction in reading and/or mathematics? (Mark one.)

Yes, for reading only
Yes, for mathematics only
Yes, for both reading and mathematics
No, for neither reading nor mathematics

12. What is the level of reading achievement of the class in which this student receives reading instruction relative to other classes in this school? (Mark one.)

Mostly high achievement
Mostly medium achievement
Mostly low achievement
Students are of different achievement levels

13. What is the level of mathematics achievement of the class in which this student receives mathematics instruction relative to other classes in the school? (Mark one.)

Mostly high achievement
Mostly medium achievement
Mostly low achievement
Students are of different achievement levels

14. a. Does this student have any physical, psychological, or adjustment problems that interfere with academic performance? (Use your own observations or school records. Do not ask the student.)

No
Yes

b. Has the school provided treatment for this student's problems? (Mark one.)

Does not apply. This student has no such problem(s).
Yes, the school is currently providing or has provided treatment for this student's problem(s).
The school has provided some treatment for this student's problem(s), but at least one problem has gone untreated.
The school has not provided treatment for this student's problem(s).

15. What is your estimate of the educational background of this student's parents (or the adults with whom the student lives)? (Use your own observations or school records. Do not ask the student.) (Mark one answer for each column.)

	Mother or adult female	Father or adult male
Didn't finish grade school		
Didn't finish high school		
Graduated from high school		
Some college, technical or business school		
Graduated from a 4-year college		
Post-college advanced degree		
Cannot estimate		

16. In your opinion, is some language other than English the major language spoken in the student's home? (Use your own observations or school records. Do not ask the student.)

Yes No

17. Have the student's parents (or the adults with whom the student lives) met with you this year in a meeting specially scheduled by you or the parents to discuss any of the following? (Mark Yes or No for each.)

	Yes	No
Discipline problems		
Academic progress/problems		
Student's general progress		

18. Have the student's parents (or the adults with whom the student lives) come to school this year for a parent's day, parent/teacher organization meeting, open house, or other formally scheduled events?

Yes No Don't know

19. Have the student's parents (or the adults with whom the student lives) participated in school this year as any of the following?

	Yes	No	Don't know
Guest visitor/speaker			
Homeroom parent			
Volunteer aide			
Paid aide			
Other school staff			
Regular attendee at a parent-teacher organization			
Officer of a parent-teacher organization			
Member of a District/School Advisory Council			

THANK YOU FOR YOUR COOPERATION.

O.M.B. No. 51-R-1201

STUDENT PARTICIPATION AND ATTENDANCE RECORD: Reading

NOTE: Please read the instructions on the envelope before completing this form.

☐☐☐ ☐☐☐☐☐

☐☐☐☐☐☐☐

INDICATE PERIOD FOR WHICH THIS RECORD IS BEING COMPLETED.

OCT./NOV.	DEC./JAN.	FEB./MAR.	APR./MAY
○	○	○	○

IF STUDENT IS NO LONGER IN THIS SCHOOL, FILL IN THIS RESPONSE CIRCLE AND DO NOT COMPLETE THE REMAINDER OF THIS FORM . . .

○

INDICATE THE NUMBER OF DAYS THE STUDENT WAS ABSENT DURING THIS AND THE PREVIOUS MONTH BY FILLING IN THE CORRECT RESPONSE CIRCLE.

○ 0–1	○ 8–9	○ 16–17
○ 2–3	○ 10–11	○ 18–19
○ 4–5	○ 12–13	○ 20–30
○ 6–7	○ 14–15	○ 31 OR MORE

1. Determine the total number of hours the student participated in learning-to-read activities during Record Week. Include activities that took place in your classroom, the reading center, or any other rooms where the student engaged in learning-to-read activities. Indicate the total number of hours spent in learning-to-read activities by marking the correct number.

○ 1	○ 3	○ 5	○ 7	○ 9	○ 11	○ 13	○ 15 or more
○ 2	○ 4	○ 6	○ 8	○ 10	○ 12	○ 14	

2. Now estimate the percentage of time marked in Question 1 that the student spent in each of the following learning-to-read activities. If less than 10 percent of the student's time was spent in an activity, don't mark anything on that line. Mark the percentage of student's time spent in each activity.

10%	20%	30%	40%	50% or more	
○	○	○	○	○	a. The student was instructed by the classroom teacher as part of the whole class or a large group (21 or more students).
○	○	○	○	○	b. The student was instructed by the classroom teacher in a group of 14 to 20 students.
○	○	○	○	○	c. The student was instructed by the classroom teacher in a group of 7 to 13 students.
○	○	○	○	○	d. The student was instructed by the classroom teacher individually or in a group of 2 to 6 students.
○	○	○	○	○	e. The student was instructed by a special reading teacher in a group of 7 or more students.
○	○	○	○	○	f. The student was instructed by a special reading teacher individually or in a group of 2 to 6 students.
○	○	○	○	○	g. The student was assisted by a paid aide or paid teaching assistant, individually or in a group of 2 to 10 students.
○	○	○	○	○	h. The student was tutored by another student or adult volunteer
○	○	○	○	○	i. The student worked independently using programmed material such as Sullivan and/or machine-mediated instruction.
○	○	○	○	○	j. The student worked independently using non-programmed materials such as workbooks, ditto sheets, games.

O.M.B. No. 51-R-1201

STUDENT PARTICIPATION AND ATTENDANCE RECORD: Mathematics

NOTE: Please read the instructions on the envelope before completing this form.

INDICATE PERIOD FOR WHICH THIS RECORD IS BEING COMPLETED.			
OCT./NOV.	DEC./JAN.	FEB./MAR.	APR./MAY
○	○	○	○
IF STUDENT IS NO LONGER IN THIS SCHOOL, FILL IN THIS RESPONSE CIRCLE AND DO NOT COMPLETE THE REMAINDER OF THIS FORM . . . ○			

☐☐☐ ☐☐☐☐☐

☐☐☐☐☐☐☐

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1. Determine the total number of hours the student participated in mathematics instruction during Record Week. Include mathematics instruction in your classroom, the math center, and any other rooms where student received mathematics instruction. Indicate the total number of hours spent in mathematics instruction by marking the correct number.

○ 1 ○ 3 ○ 5 ○ 7 ○ 9 ○ 11 ○ 13 ○ 15 or more
○ 2 ○ 4 ○ 6 ○ 8 ○ 10 ○ 12 ○ 14

---

2. Now estimate the percentage of time marked in Question 1 that the student spent in each of the following mathematics activities. If less than 10 percent of the student's time was spent in an activity, don't mark anything on that line. Mark the percentage of student's time spent in each activity.

10%	20%	30%	40%	50% or more	
○	○	○	○	○	a. The student was instructed by the classroom teacher as part of the whole class or a large group (21 or more students).
○	○	○	○	○	b. The student was instructed by the classroom teacher in a group of 14 to 20 students.
○	○	○	○	○	c. The student was instructed by the classroom teacher in a group of 7 to 13 students.
○	○	○	○	○	d. The student was instructed by the classroom teacher individually or in a group of 2 to 6 students.
○	○	○	○	○	e. The student was instructed by a special mathematics teacher in a group of 7 or more students.
○	○	○	○	○	f. The student was instructed by a special mathematics teacher individually or in a group of 2 to 6 students.
○	○	○	○	○	g. The student was assisted by a paid aide or paid teaching assistant, individually or in a group of 2 to 10 students.
○	○	○	○	○	h. The student was tutored by another student or adult volunteer.
○	○	○	○	○	i. The student worked independently using programmed material such as Sullivan and/or machine-mediated instruction.
○	○	○	○	○	j. The student worked independently using non-programmed materials such as workbooks, ditto sheets, games.

Sustaining Effects Study

SCHOOL ID:

STUDENT/TEACHER LINKAGE ROSTER

DATE: __ __ MONTH __ __ DAY __ __ YEAR

HOMEROOM TEACHER ID:

GRADE:

STUDENT ID	DOES HOMEROOM TEACHER PROVIDE INSTRUCTION IN READING		ID NUMBER(S) OF OTHER TEACHER(S) WHO PROVIDE INSTRUCTION IN READING	DOES HOMEROOM TEACHER PROVIDE INSTRUCTION IN MATH		ID NUMBER(S) OF OTHER TEACHER(S) WHO PROVIDE INSTRUCTION IN MATH
	YES	NO		YES	NO	

Homeroom
Teacher
ID ______

Sustaining Effects Study
Summer Study Component

School ID __________
Page ___ of ___

STUDENT/TEACHER LINKAGE ROSTER

Student Name	Student ID #	Do you provide Reading Instruction		ID Numbers of Other Teachers Providing Reading Instruction	Do you provide Math Instruction		ID Numbers of Other Teachers Providing Math Instruction
		YES	NO		YES	NO	

SUMMER ACTIVITY SLIPSHEET

INSTRUCTIONS TO THE TEACHER (GRADES 2 & 3)

TEACHER: Read this statement to the student:

"This study is authorized by law. While you are not required to answer these questions, your cooperation is needed to make the results accurate for students all over the country. If you do not wish to answer the questions, some other work will be given you to do."

NOTE TO TEACHER: The law referenced above is P.L. 93-380, section 151(a) and G.E.P.A. section 417(a2).

1. **You should administer this questionnaire to each student individually as time permits during the two weeks of testing. Sit with the student and help him to understand and give you answers to the questions. This is not a test.**

2. **Use the following guidelines for marking the answers.**

Mark your answers with a soft black pencil. Do not use a pen. Erase completely any marks you may wish to change. Make dark black marks that completely fill the circle.	DO NOT MARK LIKE THIS ⊙ ⊗ ✓
	MARK LIKE THIS ● ● ●

3. **Question number 1 may have multiple answers. Questions 2 through 6 can have only one answer.**

4. **Question number 4: summer school must have included some academic activity to qualify. Camp, day camp, Bible school and playground attendance do not count as summer school.**

5. **Refer to your Teacher's Guide for instructions on what to do with the Slipsheets when they are completed.**

Note: Do not mark anything in the blue boxes under the title. They are for office use only.

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SUMMER ACTIVITY SLIPSHEET

1. What did you do last summer?
(Mark everything the student did.)

Went to summer school
Went to camp
Stayed at a friend's home or a relative's home
Had friends or relatives stay at my home
Went on a trip
Went to a park or playground almost every day
Was in a scout group or church club
Took care of my younger brothers and sisters
Did work to earn money
Played outdoors

2. About how many comic books did you read last summer? (Mark one circle.)

None
1 or 2
3 to 10
11 to 20
More than 20

3. About how many other books (not comic books) did you read last summer? (Mark one circle.)

None
1 or 2
3 or 4
5 or 6
7 or 8
More than 8

4. If you attended summer school last summer, how many weeks were you in summer school? (Mark one circle.)

I did not attend summer school last summer.
1 week
2 weeks
3 weeks
4 weeks
5 weeks
6 weeks
7 weeks
8 weeks
9 weeks
10 weeks
11 weeks
12 weeks

5. If you attended summer school last summer, how much time did you spend in learning to read? (Mark one circle.)

I did not attend summer school last summer.
We had reading every day.
We had reading 2 or 3 times a week.
We had reading about once a week.
We never had reading.

6. If you attended summer school last summer, how much time did you spend in learning math or arithmetic? (Mark one circle.)

I did not attend summer school last summer.
We had math or arithmetic every day.
We had math or arithmetic 2 or 3 times a week.
We had math or arithmetic about once a week.
We never had math or arithmetic.

O.M.B. No. 51-R-1201

Sustaining Effects Study
Summer Study Component

School ID ____________

Page ____ of ____

COMPENSATORY EDUCATION & ATTENDANCE RECORD

Student Name	Student ID	Type of Fund Source								Attendance
		Title I Funded Services		Other Federally Funded Services		State Funded Services		District Funded Services		Number of Days Absent
		Read	Math	Read	Math	Read	Math	Read	Math	

INSTRUMENTS AT THE PROGRAM LEVEL

O.M.B. No. 51-R-1201

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A

DIRECTIONS FOR MARKING

Use only a soft black lead pencil (No. 2). Do NOT use ink or ball point pen. Erase completely any marks you wish to change. Make heavy black marks that completely fill the circle.

IMPROPER marks	PROPER mark
⊘ ⊗ ◑	○ ● ○

Teacher Questionnaire

SECTION A. TEACHER AND SCHOOL INFORMATION

Please answer the following questions about yourself and your school. All answers will be treated in accordance with new federal privacy acts.

To guarantee privacy of information, identification numbers and special collection procedures are used so that:

- **System Development Corporation cannot associate any information with any person.**
- **A school or district cannot have access to information provided by any person.**
- **Information will not be reported in a form identifiable with any person, school, or district.**

After you have completed this questionnaire, please check to see that all items have been answered. Then mail the questionnaire to SDC in the envelope provided.

This study is authorized by law (Section 151 of Title I, ESEA, as amended by Section 101(a) 8 of P.L. 93-380). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely.

THANK YOU FOR YOUR COOPERATION.

☐☐☐ ☐☐☐☐☐ ☐☐☐☐☐☐☐

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1. At the end of this school year, how many years will you have been a full-time teacher (not substitute or part-time) in any school? (Mark one.)

   ○ 1 year or less
   ○ 2 years
   ○ 3–5 years
   ○ 6–10 years
   ○ 11–15 years
   ○ 16–20 years
   ○ 21–25 years
   ○ Over 25 years

2. At the end of this school year, how many years will you have been a full-time teacher in this school? (Mark one.)

   ○ 1 year or less
   ○ 2 years
   ○ 3–5 years
   ○ 6–10 years
   ○ 11–15 years
   ○ 16–20 years
   ○ 21–25 years
   ○ Over 25 years

3. How did you happen to be assigned to this particular school rather than some other school in the district? (Mark one.)

   I chose to work in this school.
   I was placed in this school.
   This is the only school in the district in which I am qualified to teach.

4. What is the highest earned college degree you hold? (Do not include honorary degrees.) (Mark one.)

   No degree
   Degree or diploma based on less than four years' work
   Bachelor's degree
   Master's degree
   Bachelor's degree plus fifth-year preparation
   Six-year specialist degree
   Doctor's degree

5. During the last three years, how many courses of college-level instruction have you taken in teaching reading or mathematics? (Mark one in each column.)

	Reading instruction	Mathematics instruction
None		
1 course		
2 courses		
3 courses		
4 courses		
5 courses		
6 courses or more		

6. On the lists below, mark the areas in which you received staff development/inservice training (sponsored by the school, district, region, or state) in the last three years. (Mark all areas in which you received at least one-half day of training.)

Reading

- ○ Bilingual approaches
- ○ Comprehension/higher-level skills
- ○ Diagnostic-prescriptive approaches
- ○ Individualized approaches
- ○ Language experience approaches
- ○ Linguistic/phonetic skills
- ○ Materials manufacturer's course
- ○ Objectives-based approaches
- ○ Reading in the content areas
- ○ Self-instructional techniques
- ○ Silent reading
- ○ Student tutoring
- ○ Survey of new methods and products

Mathematics

- ○ Applications and problem solving
- ○ Basic computational skills
- ○ Diagnostic-prescriptive approaches
- ○ Individualized approaches
- ○ Manipulative materials
- ○ Materials manufacturer's course
- ○ Metric measurement
- ○ Modern mathematics
- ○ Objectives-based approaches
- ○ Self-instructional techniques
- ○ Student tutoring
- ○ Survey of new methods and products

Special instructional techniques

- ○ Behavior modification procedures
- ○ Building student's self-esteem
- ○ Child development
- ○ Use of interest/learning centers
- ○ Intergroup relations
- ○ Language development
- ○ Use of multi-ethnic material
- ○ Promotion of parent involvement
- ○ Recording student progress
- ○ Use of student performance contracts.
- ○ Testing and evaluation of students
- ○ Use of aides and volunteers

7. During the last three years, how much staff development/inservice training (sponsored by the school, district, region, or state) have you taken for reading instruction and/or mathematics instruction? (Mark one in each column.)

	Reading instruction	Mathematics instruction
None	○	○
4 hours or less	○	○
5–10 hours	○	○
11–20 hours	○	○
21–40 hours	○	○
41–80 hours	○	○
More than 80 hours	○	○

8. Where attendance is not compulsory, which of the following types of school-related meetings do you attend fairly regularly? (Mark all that apply. If attendance is compulsory, do not mark.)

- ○ School committee for planning and decision-making
- ○ Local school faculty meetings
- ○ Parent-teacher association meetings
- ○ Meetings of school advisory council (composed of staff and community members)
- ○ Meetings of student groups, clubs or teams
- ○ Don't usually attend any meetings like the above

9. In a typical day, how much time do you devote to instructing students? Omit recess, lunch, etc. (Mark one.)

○ 2 hours or less ○ 3 hours ○ 4 hours ○ 5 hours ○ 6 hours or more

10. In a typical day, about how much time do you devote to non-instructional activities? (Mark the number of hours in each category. Include both time at school and time after school.)

	Preparation for instruction	Administrative and clerical tasks	Interactions with individual parents	Other school-related non-instructional activities
None	○	○	○	○
½ hour or less	○	○	○	○
1 hour	○	○	○	○
1-½ hours	○	○	○	○
2 hours	○	○	○	○
2-½ hours	○	○	○	○
3 or more hours	○	○	○	○

11. How many hours per week do you have the support of a non-teaching aide to help you in grading papers, updating files, and housekeeping chores? (Mark one.)

○ None
○ 1 hour/week
○ 2–3 hours/week
○ 4–5 hours/week
○ More than 5 hours/week

12. In your opinion how important is each of the following factors in explaining student academic performance? (Mark one column for each factor.)

	The most important	Among the more important	Among the less important	The least important
Income level of family	○	○	○	○
Home environment	○	○	○	○
Ability level of student	○	○	○	○
Student motivation	○	○	○	○
Adequacy of instructional materials	○	○	○	○
Quality of instruction provided	○	○	○	○

13. Which of the following statements most nearly describes your own approach to the use of rewards in the classroom? (Mark one.)

○ I try to offer recognition to students primarily when they achieve specific objectives. I use praise or other rewards mainly to help students acquire specific academic skills and social behaviors.
○ I try to establish a warm, accepting climate for all students, giving them praise, affection, and other rewards no matter how well they achieve or, within limits, what they do.

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14. About how frequently do you use each of the following techniques to handle disruptive classroom behavior? (Mark one column for each procedure.)

	Several times a week	Several times a month	About once a month	Very infrequently	Never
Isolate the student in the classroom					
Send student to alternate room					
Provide alternate activity					
Change student's seat					
Send student to higher authority					

15. Indicate the people who are included in the decision-making process for each of the following areas. (Mark all that apply.)

	Determining content of your courses	Budgeting resources for your class	Selecting texts and materials used in class
You			
Staff as a whole			
Principal			
District			
Organized community groups (other than parents)			
Parents			
Students			

16. Below are listed a number of areas of interest to schools, and ways in which decisions are made. For each area, indicate the way that decisions concerning that area actually are made in your school. (Mark one column for each decision area.)

	Administrators decide with no input* from teachers	Administrators decide after informal suggestions from teachers	Administrators decide after systematically getting input from teachers	Administrators and teachers jointly decide	Teachers decide with no input from administrators
Assignment of students to classes					
Development of student grading procedures					
Assignment of teachers to classes					
Selection of basic instructional materials					
Planning of course content					
Promotion of school/community interaction					

*Suggestions and recommendations

17. In your opinion, how important is teacher participation in each of the areas listed below? (Mark one column for each decision area.)

	The most important	Among the more important	Among the less important	The least important
Assignment of students to classes	○	○	○	○
Development of student grading procedures	○	○	○	○
Assignment of teachers to classes	○	○	○	○
Selection of basic instructional materials	○	○	○	○
Planning of course content	○	○	○	○
Promotion of school/community interaction	○	○	○	○

18. How satisfied are you with the way most decisions are made in your school? (Mark one)

○ Very satisfied ○ Somewhat satisfied ○ Not satisfied at all

19. Which phrase best describes your principal's (or other members of the administrative staff) support of your work as a teacher? (Mark one.)

- ○ Very supportive
- ○ Somewhat supportive
- ○ Neutral
- ○ Somewhat unsupportive
- ○ Very unsupportive

20. Which of the following statements best characterizes your principal's role with respect to your school's instructional programs? (Mark one.)

- ○ The principal has a distinct point of view, and actively promotes it.
- ○ The principal has a point of view, but lets teachers do as they think best.

21. Does the principal of your school encourage teachers to try out new teaching methods? (Mark one.)

- ○ Yes, the principal openly encourages innovation.
- ○ Yes, but only under close supervision.
- ○ No, the principal prefers proven methods.
- ○ The principal neither encourages nor discourages innovation.

22. Is there a coordinated, schoolwide instructional program (content, sequence of objectives, materials) for reading and mathematics? (Mark one for each column.)

	Reading	Mathematics
Yes		○
No		○

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23. Which of the following best describes the relationship between the regular instructional program and the compensatory instructional program(s) in your school? (A compensatory instructional program provides services to low-achieving students* that are different from, or in addition to, the services provided to regular students.) (Mark one.)

- ○ We have no compensatory program.
- ○ All of our programs are compensatory.
- ○ The regular and compensatory instructional programs are combined. Regular classroom teachers and compensatory teachers continually coordinate instructional activities with each other.
- ○ The regular instructional program and the compensatory program(s) tend to be quite independent of each other.
- ○ While the regular and compensatory programs are independent of each other, regular classroom teachers try to be aware of what is happening in the compensatory program(s).
- ○ While the regular and compensatory programs are independent of each other, compensatory teachers try to make up for the inadequacies of the regular instructional program.

*For this study, low-achieving students are students who are achieving one or more years below grade level. The category "low-achieving students" does not include educable or trainable mentally retarded.

24. For each of the statements below concerning this school, indicate your general feelings. (Mark one column for each statement.)

	Strongly agree	Agree	Disagree	Strongly disagree
The school's programs are well planned and clear.	○	○	○	○
The school's programs are successful in meeting students' needs.	○	○	○	○
The principal provides active leadership to reading and mathematics programs.	○	○	○	○
Teachers in this school conduct effective instruction.	○	○	○	○
Teachers in this school work well together.	○	○	○	○
This school is a satisfying place in which to work.	○	○	○	○
Staff development training provided me is adequate.	○	○	○	○
I have sufficient resources to carry out effective instruction.	○	○	○	○
Administrators keep teachers well informed.	○	○	○	○
Conflicts among individuals are identified and faced, and not allowed to fester.	○	○	○	○

25. Indicate which of the following practices are used extensively in your school. (Mark all that apply.)

- ○ Mixing students of different ability levels in classes
- ○ Assigning students to classes on the basis of ability
- ○ Use of ungraded classes
- ○ Flexible scheduling of classes
- ○ Mixing grades within classes

26. What are the relations among teachers of different racial or ethnic groups in your teacher lounge and cafeteria? (Mark one.)

○ Teachers mix freely.
○ Each race or ethnic group tends to stay separate.
○ There is a small amount of mixing among racial or ethnic groups.
○ Not applicable because all or most teachers are of the same group.

27. How would you describe the contacts among different racial/ethnic groups of pupils in your school? (Mark one.)

○ Groups stay separate
○ Formal relationship but no intergroup friendships
○ A few intergroup friendships
○ Many intergroup friendships
○ Not applicable because all or most students are of the same group.

28. What is your employment status in this school system? (Mark one.)

○ Regular full-time teaching appointment (full school days for school term)
○ Part-time appointment for teaching less than full school days for school term
○ Full-time teaching appointment for less than school term
○ Part-time teacher and part-time administrator

29. What is your expected contract salary for teaching in this school system this year? Do not include supplements for extra services. (Mark one.)

○ Less than $4,000
○ $4,000–6,999
○ $7,000–9,999
○ $10,000–12,999
○ $13,000–15,999
○ $16,000–18,999
○ $19,000–21,999
○ $22,000–24,999
○ $25,000 or more

30. What is your expected supplementary income from this school system this year? Include pay for extra services, summer school, etc. (Mark one.)

○ None
○ Less than $200
○ $200–399
○ $400–599
○ $600–799
○ $800–999
○ $1,000–1,199
○ $1,200–1,399
○ $1,400–1,599
○ $1,600 or more

Please check to see that all items have been answered. Then mail the questionnaire to SDC at your earliest opportunity.

THANK YOU FOR YOUR COOPERATION.

O.M.B. No. 51-R-1201

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DIRECTIONS FOR MARKING

Use only a soft black lead pencil (No. 2). Do NOT use ink or ball point pen. Erase completely any marks you wish to change. Make heavy black marks that completely fill the circle.

IMPROPER marks	PROPER mark
✓ X •	●

Teacher Questionnaire

SECTION B. READING PROGRAM CHARACTERISTICS

THIS INSTRUMENT IS TO BE COMPLETED BY REGULAR CLASSROOM TEACHERS WHO TEACH READING AND BY TEACHERS WHO SPECIALIZE IN TEACHING READING.

Please answer the following questions about yourself and your school. All answers will be treated in accordance with new federal privacy acts. To guarantee privacy of information, identification and special collection procedures are used so that:

- System Development Corporation cannot associate any information with any person.
- A school or district cannot have access to information provided by any person.
- Information will not be reported in a form identifiable with any person, school, or district.

After you have completed this questionnaire, please check to see that all items have been answered. Then mail the questionnaire to SDC in the envelope provided.

This study is authorized by law (Section 151 of Title I, ESEA, as amended by Section 101(a) 8 of P.L. 93-380). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely.

THANK YOU FOR YOUR COOPERATION.

☐☐☐ ☐☐☐☐☐

1. Are you primarily a regular classroom teacher who teaches reading or a special reading teacher? (For this survey a special reading teacher is a teacher who specializes in teaching reading.) (Mark one.)

   I am a regular classroom teacher.
   I am a special reading teacher who provides instruction to students during the regular reading period for their class.
   I am a special reading teacher. The instruction I provide is in addition to the instruction that my students receive during their regular reading period.

2. On what basis were most students assigned to you for reading instruction? (Mark all that apply.)

   An achievement test score
   Teacher judgment
   Parent request
   Student request
   Other

PLEASE ANSWER THE FOLLOWING QUESTIONS IN TERMS OF YOUR PRIMARY TEACHING ASSIGNMENT AS A REGULAR CLASSROOM OR SPECIAL READING TEACHER, i.e., IN TERMS OF YOUR RESPONSE TO QUESTION 1. IF YOU ARE A SPECIAL READING TEACHER AND A QUESTION ASKS ABOUT "YOUR CLASS," ANSWER IN TERMS OF YOUR TYPICAL INSTRUCTIONAL GROUP.

3. How many days per week do your students receive reading instruction? (Mark one.)

   1 day 2 days 3 days 4 days 5 days

4. For how many minutes per day does your class (or typical instructional group, if you are a special reading teacher) receive reading instruction? (Mark one.)

   Less than 30 minutes per day
   30–40 minutes per day
   41–50 minutes per day
   51–60 minutes per day
   61–70 minutes per day
   71–80 minutes per day
   81–90 minutes per day
   91–100 minutes per day
   101–110 minutes per day
   111–120 minutes per day
   More than 120 minutes per day

5. When your students receive instruction from a special reading teacher, what is the typical length of time that they receive such services? If you are the special reading teacher, what is the typical length of time that you provide services to students who have been referred to you? (Mark one.)

   Does not apply. My students do not receive such services.
   Full school year
   Semester (half the school year)
   2 months
   1 month
   Less than one month

6. When students in your instructional group read for subject matter areas (i.e., outside formal reading instruction) such as social studies, science, health, etc., what textbooks do they use? (Mark one.)

   Texts at the students' grade level
   Differs according to subject area. For some subjects, texts are at the students' grade level; for other subjects, texts are at the students' reading achievement level.
   Texts at the students' reading achievement level
   Students use no texts for these subjects.

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7. On the average, how many students are in your instructional reading class (or typical instructional group, if you are a special reading teacher)? (Mark one.)

○ 1 student
○ 2–5 students
○ 6–10 students
○ 11–15 students
○ 16–20 students
○ 21–25 students
○ 26–30 students
○ 31–35 students
○ Over 35 students

8. Estimate how much time you will spend during this school year participating in activities related to reading curriculum development (e.g., preparation of materials, attending reading curriculum workshops, attending local school meetings on the reading curriculum, etc.). (Mark one.)

○ None
○ 1–5 hours this year
○ 6–10 hours this year
○ 11–15 hours this year
○ 16–20 hours this year
○ 21–25 hours this year
○ More than 25 hours this year

9. Estimate the amount of time you will devote to students' reading needs assessment, planning, and reading program evaluation during this school year. (Mark one.)

○ None
○ 1–5 hours this year
○ 6–10 hours this year
○ 11–15 hours this year
○ 16–20 hours this year
○ 21–25 hours this year
○ More than 25 hours this year

10. Do you use lesson plans for each day's instruction in reading? (Mark one.)

○ I use detailed lesson plans that contain specific objectives and activities for each day's instruction.
○ I use lesson plans that provide broad objectives and categories of activities for each day's instruction.
○ I find that letting students' interests and expressed needs dictate classroom activities is preferable to creating lesson plans in advance.

11. How do you rate the current reading achievement level of your students? (Mark one.)

○ Almost all are above grade level in reading achievement.
○ Almost all are at grade level in reading achievement.
○ Almost all are below grade level in reading achievement.
○ Some are above grade level and some at grade level.
○ Some are at grade level and some below grade level.
○ Some are above, some at, and some below grade level.

12. If you create subgroups for your reading instruction, on what basis do you usually select students for each subgroup? (Mark one.)

○ Does not apply. I do not form subgroups for reading instruction.
○ Reading achievement in a prior class or grade
○ General aptitude tests (e.g., IQ test)
○ My judgment of the child's current overall reading achievement
○ Characteristics unrelated to reading
○ Student self-selection
○ Mastery of specific reading objectives

13. If your students are divided into reading subgroups, which of the following kinds of subgroups do you create? (Mark one.)

○ Does not apply. I do not form subgroups for reading instruction.
○ Children in a single grade who read at about the same level
○ Children in a single grade who read at different levels
○ Children in different grades who read at about the same level
○ Children in different grades who read at different levels
○ Children in an ungraded class who read at about the same level
○ Children in an ungraded class who read at different levels

14. If your students are organized into subgroups for reading, how frequently does the composition of the subgroups change? (Mark one.)

○ Does not apply. I do not form subgroups for reading instruction.
○ Weekly
○ Every two or three weeks
○ About once a month
○ Several times a year
○ Rarely

15. How frequently do you provide your reading students with each of the following types of information about how well they are doing? (Mark one column for each type of information.)

	Daily	Two or three times a week	About once a week	About every two weeks	About once a month	Two or three times a semester	Never
A letter or number grade	○	○	○	○	○	○	○
Information about particular strengths	○	○	○	○	○	○	○
Information about particular weaknesses	○	○	○	○	○	○	○

16. To what extent are the following aspects of your reading instruction basically the same for all or most of your students? (Mark one column for each aspect.)

	Basically the same for most students	Tends to vary among students
Total time spent in reading activities....	○	○
Instructional objectives	○	○
Sequence of learning activities	○	○
Expected rate of progress	○	○
Teaching method	○	○
Types of instructional materials	○	○

In your reading class you may have both regular and low-achieving students. For this study, low-achieving reading students are students who are achieving one or more years below their grade level in reading. The category "low-achieving students" does not include educable or trainable mentally retarded. The following questions ask about your instructional practices for regular and low-achieving students.

If a question asks about both kinds of students and you have only one kind in your class, mark the circle indicating that you do not have regular or low-achieving students (whichever is the case) and complete the question for the kind of students you do have.

If you have both regular and low-achieving students, complete the question for both kinds of students even if the instructional practices are the same for both groups.

17. Which of the following statements best characterizes your reading instruction for your regular reading students and for your low-achieving reading students? (Mark one in each column.)

	Regular reading students	Low-achieving reading students
Does not apply. I do not have this type of student.	○	○
The reading content I teach this group is based almost entirely on the approved curriculum as outlined by the textbook.	○	○
The reading content I teach this group is based almost entirely on individual needs as determined by a preassessment on a test which diagnoses specific skill deficiencies.	○	○
The reading content I teach this group is based on some content from textbook-based curriculum and some content based on individual needs as determined by a preassessment.	○	○

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18. During the past month, how often did your regular reading students engage in the following activities? (For each activity listed below, mark the circle that indicates the frequency of that activity. 5 = very frequently, 1 = rarely or never.)

○ Does not apply. I have no regular reading students. (If marked, omit rest of question 18.)

	Very frequently 5	4	Sometimes 3	2	Never or almost never 1
Identifying and practicing letter-sound correspondence	○	○	○	○	○
Identifying and writing letters or groups of letters	○	○	○	○	○
Blending the sounds letters stand for to form words	○	○	○	○	○
Learning and practicing sight words	○	○	○	○	○
Dividing words into syllables	○	○	○	○	○
Using context clues to gain meaning	○	○	○	○	○
Answering questions on comprehension	○	○	○	○	○
Reading and writing stories created by self or other students	○	○	○	○	○
Reading texts orally	○	○	○	○	○
Answering comprehension questions on timed readings	○	○	○	○	○
Alphabetizing	○	○	○	○	○
Using reference materials such as dictionaries and encyclopedias	○	○	○	○	○

19. During the past month, how often did your low-achieving reading students engage in the following activities? (For each activity listed below, mark the circle that indicates the frequency of that activity. 5 = very frequently, 1 = rarely or never.)

○ Does not apply. I have no low-achieving reading students. (If marked, omit rest of question 19.)

	Very frequently 5	4	Sometimes 3	2	Never or almost never 1
Identifying and practicing letter-sound correspondence	○	○	○	○	○
Identifying and writing letters or groups of letters	○	○	○	○	○
Blending the sounds letters stand for to form words	○	○	○	○	○
Learning and practicing sight words	○	○	○	○	○
Dividing words into syllables	○	○	○	○	○
Using context clues to gain meaning	○	○	○	○	○
Answering questions on comprehension	○	○	○	○	○
Reading and writing stories created by self or other students	○	○	○	○	○
Reading texts orally	○	○	○	○	○
Answering comprehension questions on timed readings	○	○	○	○	○
Alphabetizing	○	○	○	○	○
Using reference materials such as dictionaries and encyclopedias	○	○	○	○	○

20. Described below are 10 approaches to teaching reading. Please indicate the extent to which you use each approach when you teach reading to regular and to low-achieving reading students.

○ Does not apply. I do not have regular reading students. (If marked, omit section on regular reading students.)

○ Does not apply. I do not have low-achieving reading students. (If marked, omit section on low-achieving reading students.)

	Regular reading students			Low-achieving reading students		
	Used as a major approach	Used as a secondary approach	Not used	Used as a major approach	Used as a secondary approach	Not used
a. An approach that uses a graded reading series containing a vocabulary based upon words that occur frequently in the language. New words are introduced by sight and by a phonic analysis presenting the letter-sound relationship of consonants before that of vowels.	○	○	○			
b. An approach that uses a graded reading series containing a vocabulary based primarily upon words that are regularly spelled. The most common patterns, those containing short vowels, appear first, a typical sentence in an early reader being: Nat is a fat cat. Gradually, more complicated, less frequent patterns are introduced. New words are learned by analysis of spelling patterns or by sounding and blending.	○	○				
c. An approach that uses a graded reading series containing vocabulary that rapidly introduces the letter-sound relationships of all the sounds in the language. Long and short vowels are introduced at the onset. New words are learned by sounding and blending.	○	○	○	○	○	○
d. A self-instructional approach that uses a series that presents material in "frames" containing small bits of information to which the children are asked to respond. Immediate confirmation as to the correctness of their answers is given in the text.	○	○				
e. An approach in which children select their own reading materials, such as library-type books, and receive instruction primarily through teacher-child conferences.	○	○	○			

Question 20 continued on next page

Question 20 continued	Regular reading students			Low-achieving reading students		
	Used as a major approach	Used as a secondary approach	Not used	Used as a major approach	Used as a secondary approach	Not used
f. An approach that uses a modified alphabet system which either augments or marks the regular alphabet so that it corresponds more closely to the sounds of the language.	○	○	○	○	○	○
g. An approach in which children read their own writings. These "stories" provide the material on which reading instruction is based.	○	○	○	○	○	○
h. An approach that includes reading in the content fields, such as science and social studies; teaching of study skills, such as how to use tables of contents, indices, graphs, dictionaries, encyclopedias, etc.; and how to organize materials into outlines, summaries, and reports.	○	○	○	○	○	○
i. An approach that uses a reading series and/or other books to teach both literal comprehension and understanding of implied meanings in the text.	○	○	○	○	○	○
j. An approach that uses a reading series and/or library-type books to teach forms of literature and literary appreciation.	○	○	○	○	○	○

21. During an average week, how much reading homework do you assign to your regular reading students and to your low-achieving reading students? (Mark one in each column.)

	Regular reading students	Low-achieving reading students
Does not apply. I do not have this type of student.	○	○
No homework	○	○
About a half an hour	○	○
About an hour	○	○
Between 1 and 2 hours	○	○
Between 2 and 3 hours	○	○
Between 3 and 4 hours	○	○
Over 4 hours	○	○

22. In addition to your reading instruction period, how many minutes per day do your regular and low-achieving reading students spend in such reading-related activities as spelling, vocabulary study, grammar, writing, etc.? (Mark one in each column.)

	Regular reading students	Low-achieving reading students
Does not apply. I do not have this type of student……	○	○
15 minutes or less per day …….	○	○
16–30 minutes per day ……….	○	○
31–40 minutes per day ……….	○	○
41–50 minutes per day ……….	○	○
51–60 minutes per day ……….	○	○
More than 60 minutes per day …	○	○

23. Approximately how many hours per week do the following kinds of additional personnel assist you with activities that are associated with teaching reading? (Mark one column for each kind of personnel; then indicate whether assistance is primarily for low-achieving students.)

	Hours per week						Assistance is primarily for low-achieving students	
	None	Less than 1	1	2	3	4	Yes	No
Special reading teacher ………………	○	○	○	○	○	○	○	○
Teaching aide or assistant (paid)…….	○	○	○	○	○	○	○	○
Volunteer (parent or other adult) …..	○	○	○	○	○	○	○	○
Student teacher (practice teaching)….	○	○	○	○	○	○	○	○
Student tutor………………………	○	○	○	○	○	○	○	○

24. Approximately how many hours per month do the following kinds of additional personnel assist you with activities that are associated with teaching reading? (Mark one column for each kind of personnel; then indicate whether assistance is primarily for low-achieving students.)

	Hours per month						Assistance is primarily for low-achieving students	
	None	Less than 1	1	2	3	4 or more	Yes	No
Counselor, psychologist …	○	○	○	○	○	○	○	○
Speech therapist ……….	○	○	○	○	○	○	○	○
Media specialist ……….	○	○	○	○	○	○	○	○

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25. How often do you, a teaching assistant, or an aide use the following kinds of equipment as part of reading instruction when teaching reading to regular reading students? (Mark one column for each type of equipment.)

○ Does not apply. I do not have regular reading students. (If marked, omit rest of question 25.)

	Two or more times a week	About once a week	About once a month	Never or almost never
Sound equipment (e.g., tape recorders, record players, listening centers)	○	○	○	○
Projectors (e.g., overhead, slide, filmstrip)	○	○	○	○
Sound projectors (e.g., combination cassette/filmstrip projectors)	○	○	○	○
Special reading machines (e.g., System 80, Language Master)	○	○	○	○
Television	○	○	○	○

26. How often do you, a teaching assistant, or an aide use the following kinds of equipment as part of reading instruction when teaching reading to low-achieving reading students? (Mark one column for each type of equipment.)

○ Does not apply. I do not have low-achieving reading students. (If marked, omit rest of question 26.)

	Two or more times a week	About once a week	About once a month	Never or almost never
Sound equipment (e.g., tape recorders, record players, listening centers)	○	○	○	○
Projectors (e.g., overhead, slide, filmstrip)	○	○	○	○
Sound projectors (e.g., combination cassette/filmstrip projectors)	○	○	○	○
Special reading machines (e.g., System 80, Language Master)	○	○	○	○
Television	○	○	○	○

27. How often do your regular reading students independently use each of the following kinds of equipment as part of reading instruction? (Mark one column for each type of equipment.)

○ Does not apply. I do not have regular reading students. (If marked, omit rest of question 27.)

	Daily or almost daily	About once a week	About once a month	Never or almost never
Sound equipment (e.g., tape recorders, record players, listening centers)	○	○	○	○
Individual viewers	○	○	○	○
Sound projectors (e.g., combination cassette/filmstrip projectors)	○	○	○	○
Feedback teaching machines (e.g., talking typewriter)	○	○	○	○
Study carrels	○	○	○	○
Special reading machines (e.g., System 80, Language Master)	○	○	○	○

28. How often do your low-achieving reading students independently use each of the following kinds of equipment as part of reading instruction? (Mark one column for each type of equipment.)

○ Does not apply. I do not have low-achieving reading students. (If marked, omit rest of question 28.)

	Daily or almost daily	About once a week	About once a month	Never or almost never
Sound equipment (e.g., tape recorders, record players, listening centers)	○	○	○	○
Individual viewers	○	○	○	○
Sound projectors (e.g., combination cassette/filmstrip projectors)	○	○	○	○
Feedback teaching machines (e.g., talking typewriter)	○	○	○	○
Study carrels	○	○	○	○
Special reading machines (e.g., System 80, Language Master)	○	○	○	○

29. Approximately how often do your regular and low-achieving reading students use the following materials in your reading instruction? (Mark one row for each material and type of student.)

○ Does not apply. I do not have regular reading students. (If marked, omit section on regular reading students.)

○ Does not apply. I do not have low-achieving reading students. (If marked, omit section on low-achieving reading students.)

	Regular reading students				Low-achieving reading students			
	Daily or almost daily	About once a week	About once a month	Never or almost never	Daily or almost daily	About once a week	About once a month	Never or almost never
Textbooks	○	○	○	○	○	○	○	○
Supplementary readers	○	○	○	○	○	○	○	○
"Free-reading" books	○	○	○	○	○	○	○	○
Reference books	○	○	○	○	○	○	○	○
Workbooks, dittos	○	○	○	○	○	○	○	○
Games, puzzles	○	○	○	○	○	○	○	○
Publisher kits or sets including program texts	○	○	○	○	○	○	○	○

30. Which of the personnel listed below are actively involved in developing and/or evaluating your school's regular reading program(s)? (Mark all that apply.)

	School academic needs assessment	Planning and developing program(s)	Monitoring and evaluating program(s)
District personnel	○	○	○
Principal and/or other administrative staff	○	○	○
A teacher who specializes in teaching reading	○	○	○
Regular classroom teachers	○	○	○
Parent Advisory Council	○	○	○
Parents	○	○	○
Students	○	○	○

31. Which of the personnel listed below are actively involved in developing and/or evaluating your school's compensatory reading services? Compensatory services for low-achieving students are services that are in addition to, or different from, the services provided to regular students. (Mark all that apply.)

○ Does not apply. This school has no compensatory reading services. (If marked, omit rest of question 31.)

	School academic needs assessment	Planning and developing program(s)	Monitoring and evaluating program(s)
District personnel	○	○	○
Principal and/or other administrative staff	○	○	○
A teacher who specializes in teaching reading	○	○	○
Regular classroom teachers	○	○	○
Parent Advisory Council	○	○	○
Parents	○	○	○
Students	○	○	○

32. When students are participating in compensatory reading activities, in what types of activities are their non-participant peers involved? (Mark all that apply.)

○ Other reading or language arts activities
○ Math activities
○ Activities related to other subject matter areas, i.e., science, social studies, health, etc.
○ Study time
○ Student-selected activities
○ Visits to the school library
○ Physical education activities
○ Field trips

Please check to see that all items have been answered. Then mail the questionnaire to SDC at your earliest opportunity.

THANK YOU FOR YOUR COOPERATION.

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O.M.B. No. 51-R-1201

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DIRECTIONS FOR MARKING

Use only a soft black lead pencil (No. 2). Do NOT use ink or ball point pen. Erase completely any marks you wish to change. Make heavy black marks that completely fill the circle.

IMPROPER marks	PROPER mark
⊘ ◐ ◑	○ ○ ●

Teacher Questionnaire

SECTION C. MATHEMATICS PROGRAM CHARACTERISTICS

THIS INSTRUMENT IS TO BE COMPLETED BY REGULAR CLASSROOM TEACHERS WHO TEACH MATHEMATICS AND BY TEACHERS WHO SPECIALIZE IN TEACHING MATHEMATICS.

Please answer the following questions about yourself and your school. All answers will be treated in accordance with new federal privacy acts. To guarantee privacy of information, identification numbers and special collection procedures are used so that:

- System Development Corporation cannot associate any information with any person.
- A school district cannot have access to information provided by any person.
- Information will not be reported in a form identifiable with any person, school, or district.

After you have completed this questionnaire, please check to see that all items have been answered. Then mail the questionnaire to SDC in the envelope provided.

This study is authorized by law (Section 151 of Title I, ESEA, as amended by Section 101(a) 8 of P.L. 93-380). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely.

THANK YOU FOR YOUR COOPERATION.

1. Are you primarily a regular classroom teacher who teaches mathematics, or a special mathematics teacher? (For this survey, a special mathematics teacher is a teacher who specializes in teaching mathematics.) (Mark one.)

   ○ I am a regular classroom teacher.
   ○ I am a special mathematics teacher who provides instruction to students during the regular mathematics period for their class.
   ○ I am a special mathematics teacher. The instruction I provide is in addition to the instruction that my students receive during their regular mathematics period.

2. On what basis were most students assigned to you for mathematics instruction? (Mark all that apply.)

   ○ An achievement test score
   ○ Teacher judgment
   ○ Parent request
   ○ Student request
   ○ Other

PLEASE ANSWER THE FOLLOWING QUESTIONS IN TERMS OF YOUR PRIMARY TEACHING ASSIGNMENT AS A REGULAR CLASSROOM OR SPECIAL MATHEMATICS TEACHER, i.e., IN TERMS OF YOUR RESPONSE TO QUESTION (1). IF YOU ARE A SPECIAL MATHEMATICS TEACHER AND A QUESTION ASKS ABOUT "YOUR CLASS," ANSWER IN TERMS OF YOUR TYPICAL INSTRUCTIONAL GROUP.

3. How many days per week do your students receive mathematics instruction? (Mark one.)

   ○ 1 day ○ 2 days ○ 3 days ○ 4 days ○ 5 days

4. For how many minutes per day does your class (or typical instructional group, if you are a special mathematics teacher) receive mathematics instruction? (Mark one)

   ○ Less than 30 minutes per day
   ○ 30–40 minutes per day
   ○ 41–50 minutes per day
   ○ 51–60 minutes per day
   ○ 61–70 minutes per day
   ○ 71–80 minutes per day
   ○ 81–90 minutes per day
   ○ 91–100 minutes per day
   ○ 101–110 minutes per day
   ○ 111–120 minutes per day
   ○ More than 120 minutes per day

5. When your students receive instruction from a specialist mathematics teacher, what is the typical length of time that they receive such services? If you are the special mathematics teacher, what is the typical length of time that you provide services to students who have been referred to you? (Mark one.)

   ○ Does not apply. My students do not receive these services.
   ○ Full school year
   ○ Semester (half the school year)
   ○ 2 months
   ○ 1 month
   ○ Less than one month

6. On the average, how many students are in your instructional mathematics class (or typical instructional group, if you are a special mathematics teacher)? (Mark one.)

   ○ 1 student
   ○ 2–5 students
   ○ 6–10 students
   ○ 11–15 students
   ○ 16–20 students
   ○ 21–25 students
   ○ 26–30 students
   ○ 31–35 students
   ○ Over 35 students

7. Estimate how much time you will spend during this school year participating in activities related to mathematics curriculum development (e.g., preparation of materials, attending mathematics curriculum workshops, attending local school meetings on the mathematics curriculum, etc.). (Mark one.)

- ○ None
- ○ 1–5 hours this year
- ○ 6–10 hours this year
- ○ 11–15 hours this year
- ○ 16–20 hours this year
- ○ 21–25 hours this year
- ○ More than 25 hours this year

8. Estimate the amount of time you will devote to students' mathematics needs assessment, planning, and mathematics program evaluation during this school year. (Mark one.)

- ○ None
- ○ 1–5 hours this year
- ○ 6–10 hours this year
- ○ 11–15 hours this year
- ○ 16–20 hours this year
- ○ 21–25 hours this year
- ○ More than 25 hours this year

9. Do you use lesson plans for each day's instruction in mathematics? (Mark one.)

- ○ I use detailed lesson plans that contain specific objectives and activities for each day's instruction.
- ○ I use lesson plans that provide broad objectives and categories of activities for each day's instruction.
- ○ I find that letting students' interests and expressed needs dictate classroom activities is preferable to creating lesson plans in advance.

10. How do you rate the current mathematics achievement level of your students? (Mark one.)

- ○ Almost all are above grade level in mathematics achievement.
- ○ Almost all are at grade level in mathematics achievement.
- ○ Almost all are below grade level in mathematics achievement.
- ○ Some are above grade level and some at grade level.
- ○ Some are at grade level and some below grade level.
- ○ Some are above, some at, and some below grade level.

11. If you create subgroups for your mathematics instruction, on what basis do you usually select students for each subgroup? (Mark one.)

- ○ Does not apply. I do not form subgroups for mathematics instruction.
- ○ Mathematics achievement in a prior class or grade
- ○ General aptitude tests (e.g., IQ test)
- ○ My judgment of the student's current overall mathematics achievement
- ○ Characteristics unrelated to mathematics
- ○ Student self-selection
- ○ Mastery of specific mathematics objectives

12. If your students are divided into mathematics subgroups, which of the following kinds of subgroups do you create? (Mark one.)

- ○ Does not apply. I do not form subgroups for mathematics instruction.
- ○ Children in a single grade who are at about the same level in mathematics
- ○ Children in a single grade who are at different levels in mathematics
- ○ Children in different grades who are at about the same level in mathematics
- ○ Children in different grades who are at different levels in mathematics
- ○ Children in an ungraded class who are at about the same level in mathematics
- ○ Children in an ungraded class who are at different levels in math

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13. If your students are organized into subgroups for mathematics, how frequently does the composition of the subgroups change? (Mark one.)

○ Does not apply. I do not form subgroups for mathematics instruction.
○ Weekly
○ Every two or three weeks
○ About once a month
○ Several times a year
○ Rarely

14. How frequently do you provide your mathematics students with each of the following types of information about how well they are doing? (Mark one column for each type of information.)

	Daily	Two or three times a week	About once a week	About every two weeks	About once a month	Two or three times a semester	Never
A letter or number grade	○	○	○	○	○	○	○
Information about particular strengths	○	○	○	○	○	○	○
Information about particular weaknesses	○	○	○	○	○		○

15. To what extent are the following aspects of your mathematics instruction basically the same for all or most of your students? (Mark one column for each aspect.)

	Basically the same for most students	Tends to vary among students
Total time spent in mathematics activities	○	○
Instructional objectives	○	○
Sequence of learning activities	○	○
Expected rate of progress	○	○
Teaching method	○	○
Types of instructional materials	○	○

In your mathematics class you may have both regular and low-achieving students. For this study, low-achieving mathematics students are students who are achieving one or more years below their grade level in mathematics. The category "low-achieving students" does not include educable or trainable mentally retarded. The following questions ask about your instructional practices for regular and low-achieving students.

If a question asks about both kinds of students and you have only one kind in your class, mark the circle indicating that you do not have regular or low-achieving students (whichever is the case) and complete the question for the kind of students you do have.

If you have both regular and low-achieving students, complete the question for both kinds of students even if the instructional practices are the same for both groups.

16. Which of the following statements best characterizes your mathematics instruction for your regular mathematics students and for your low-achieving mathematics students? (Mark one in each column.)

	Regular mathematics students	Low-Achieving mathematics students
Does not apply. I do not have this type of student.	○	○
The mathematics content I teach this group is based almost entirely on the approved curriculum as outlined by the textbook.	○	○
The mathematics content I teach this group is based almost entirely on individual needs as determined by a preassessment on a test which diagnoses specific skill deficiencies.	○	○
The mathematics content I teach this group is based on some content from textbook-based curriculum and some content based on individual needs as determined by a preassessment.	○	○

17. During the past month, how often did your regular mathematics students engage in the following activities? (For each activity listed below, mark the circle that indicates the frequency of that activity. 5 = very frequently, 1 = rarely or never.)

○ Does not apply. I have no regular mathematics students. (If marked, omit rest of question 17.)

	Very frequently 5	4	Sometimes 3	2	Rarely or never 1
Learning mathematics vocabulary	○	○	○		
Solving word problems	○				
Learning symbols	○				
Learning properties and axioms	○				
Learning about number sentences	○				
Learning about sets					
Learning geometric concepts		○			
Learning about measurement					
Learning about number theory (primes, factors, etc.)					
Learning about fundamental operations					
Learning about the structure of number systems					
Reviewing computational skills					
Working with mathematics games					
Working with physical models					

18. During the past month, how often did your low-achieving mathematics students engage in the following activities? (For each activity listed below, mark the circle that indicates the frequency of that activity. 5 = very frequently, 1 = rarely or never.)

○ Does not apply. I have no low-achieving mathematics students. (If marked, omit rest of question 18.)

	Very frequently 5	4	Sometimes 3	2	Rarely or never 1
Learning mathematics vocabulary	○	○	○	○	○
Solving word problems	○	○	○	○	○
Learning symbols	○	○	○	○	○
Learning properties and axioms	○	○	○	○	○
Learning about number sentences	○	○	○	○	○
Learning about sets	○	○	○	○	○
Learning geometric concepts	○	○	○	○	○
Learning about measurement	○	○	○	○	○
Learning about number theory (primes, factors, etc.)	○	○	○	○	○
Learning about fundamental operations	○	○	○	○	○
Learning about the structure of number systems	○	○	○	○	○
Reviewing computational skills	○	○	○	○	○
Working with mathematics games	○	○	○	○	○
Working with physical models	○	○	○	○	○

19. During an average week, how much mathematics homework do you assign to your regular mathematics students and to your low-achieving mathematics students? (Mark one in each column.)

	Regular mathematics students	Low-achieving mathematics students
Does not apply. I do not have this type of student.	○	○
No homework	○	○
About a half an hour	○	○
About an hour	○	○
Between 1 and 2 hours	○	○
Between 2 and 3 hours	○	○
Between 3 and 4 hours	○	○
Over 4 hours	○	○

20. How many hours per week do the following kinds of additional personnel assist you with activities that are associated with teaching mathematics? (Mark one column for each kind of personnel; then indicate whether assistance is primarily for low-achieving students.)

	Hours per week						Assistance is primarily for low-achieving students	
	None	1	2	3	4	5 or more	Yes	No
Special mathematics teacher	○	○	○	○	○	○	○	○
Teacher aide or assistant (paid)	○	○	○	○	○	○	○	○
Volunteer (parent or other adult)	○	○	○	○	○	○	○	○
Student teacher (practice teaching)	○	○	○	○	○	○	○	○
Student tutor	○	○	○	○	○	○	○	○

21. Approximately how many hours per month do the following kinds of additional personnel assist you with activities that are associated with teaching mathematics? (Mark one column for each kind of personnel; then indicate whether assistance is primarily for low-achieving students.)

	Hours per month						Assistance is primarily for low-achieving students	
	None	Less than 1	1	2	3	4 or more	Yes	No
Counselor, psychologist	○	○	○	○	○	○	○	○
Media specialist	○	○	○	○	○	○	○	○

22. How often do you, a teaching assistant, or an aide use the following kinds of equipment as part of mathematics instruction when teaching mathematics to regular mathematics students? (Mark one column for each type of equipment.)

○ Does not apply. I do not have regular mathematics students. (If marked, omit rest of question 22.)

	Two or more times a week	About once a week	About once a month	Never or almost never
Sound equipment (e.g., tape recorders, record players, listening centers)	○	○	○	○
Projectors (e.g., overhead, slide, filmstrip)	○	○	○	○
Sound projectors (e.g., combination cassette/filmstrip projector)	○	○	○	○
Special math machines (e.g., System 80, electronic calculator)	○	○	○	○
Television	○	○	○	○

23. How often do you, a teaching assistant, or an aide use the following kinds of equipment as part of mathematics instruction when teaching mathematics to low-achieving mathematics students? (Mark one column for each type of equipment.)

○ Does not apply. I do not have low-achieving mathematics students. (If marked, omit rest of question 23.)

	Two or more times a week	About once a week	About once a month	Never or almost never
Sound equipment (e.g., tape recorders, record players, listening centers)	○	○	○	○
Projectors (e.g., overhead, slide, filmstrip)	○	○	○	○
Sound projectors (e.g., combination cassette/filmstrip projector)	○	○	○	○
Special math machines (e.g., System 80, electronic calculator)	○	○	○	○
Television	○	○	○	○

24. How often do your regular mathematics students independently use each of the following kinds of equipment as part of mathematics instruction? (Mark one column for each type of equipment.)

○ Does not apply. I do not have regular mathematics students. (If marked, omit rest of question 24.)

	Daily or almost daily	About once a week	About once a month	Never or almost never
Sound equipment (e.g., tape recorders, record players, listening centers)	○	○	○	○
Individual viewers	○	○	○	○
Sound projectors (e.g., combination cassette/filmstrip projectors)	○	○	○	○
Feedback teaching machines (e.g., computer terminal)	○	○	○	○
Study carrels	○	○	○	○
Special math equipment (e.g., electronic calculators)	○	○	○	○

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25. How often do your low-achieving mathematics students independently use each of the following kinds of equipment as part of mathematics instruction? (Mark one column for each type of equipment.)

○ Does not apply. I do not have low-achieving mathematics students. (If marked, omit rest of question 25.)

	Daily or almost daily	About once a week	About once a month	Never or almost never
Sound equipment (e.g., tape recorders, record players, listening centers)	○	○	○	○
Individual viewers	○	○	○	○
Sound projectors (e.g., combination cassette/filmstrip projectors)	○	○	○	○
Feedback teaching machines (e.g., computer terminal)	○	○	○	○
Study carrels	○	○	○	○
Special math equipment (e.g., electronic calculators)	○	○	○	○

26. Approximately how often do your regular and low-achieving mathematics students use the following materials in your mathematics instruction? (Mark one row for each material and type of student.)

○ Does not apply. I do not have regular mathematics students. (If marked, omit section on regular mathematics students.)

○ Does not apply. I do not have low-achieving mathematics students. (If marked, omit section on low-achieving mathematics students.)

	Regular mathematics students				Low-achieving mathematics students			
	Daily or almost daily	About once a week	About once a month	Never or almost never	Daily or almost daily	About once a week	About once a month	Never or almost never
Textbooks	○	○	○	○	○	○	○	○
Programmed math texts	○	○	○	○	○	○	○	○
Reference books	○	○	○	○	○	○	○	○
Workbooks, dittos	○	○	○	○	○	○	○	○
Games, puzzles	○	○	○	○	○	○	○	○
Geoboards, Cuisenaire rods	○	○	○	○	○	○	○	○

27. Which of the personnel listed below are actively involved in developing and/or evaluating your school's regular mathematics program(s)? (Mark all that apply.)

	School academic needs assessment	Planning and developing program(s)	Monitoring and evaluating program(s)
District personnel	○	○	○
Principal and/or other administrative staff	○	○	○
A teacher who specializes in teaching mathematics	○	○	○
Regular classroom teachers	○	○	○
Parent Advisory Council	○	○	○
Parents	○	○	○
Students	○	○	○

28. Which of the personnel listed below are actively involved in developing and/or evaluating your school's compensatory mathematics services? Compensatory services for low-achieving students are services that are in addition to, or different from, the services provided to regular students. (Mark all that apply.)

Does not apply. This school has no compensatory mathematics services. (If marked, omit rest of question 28.)

	School academic needs assessment	Planning and developing program(s)	Monitoring and evaluating program(s)
District personnel	○	○	○
Principal and/or other administrative staff	○	○	○
A teacher who specializes in teaching mathematics	○	○	○
Regular classroom teachers	○	○	○
Parent Advisory Council	○	○	○
Parents	○	○	○
Students	○	○	○

29. When students are participating in compensatory mathematics activities, in what types of activities are their non-participant peers involved? (Mark all that apply.)

○ Other math activities
○ Reading or other language arts activities
○ Activities related to other subject matter areas, i.e., science, social studies, health, etc.
○ Study time
○ Student-selected activities
○ Visits to the school library
○ Physical education activities
○ Field trips

30. Which of the following statements best characterizes your feelings about teaching mathematics? (Mark one.)

○ I prefer teaching other subjects.
○ I get some satisfaction teaching mathematics.
○ I usually get a great deal of satisfaction teaching mathematics.

Please check to see that all items have been answered. Then mail the questionnaire to SDC at your earliest opportunity.

THANK YOU FOR YOUR COOPERATION.

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OMB No. 51-R-1201

School ID ______
2-4
Teacher ID ______
5-7

Teacher Questionnaire

(Sections A,B,C ···· Abridged) SUMMER

Please answer the following questions about your summer school classroom instruction. Five general questions are asked first. These questions are followed by a set of questions pertaining to reading instruction and a set of questions pertaining to mathematics instruction. Please answer the general questions and the appropriate set or sets of questions dealing with reading and/or mathematics instruction.

All answers will be treated in accordance with the new federal privacy acts. To guarantee privacy of information, identification numbers and special collection procedures are used so that:

- Any information provided cannot be associated with any person.
- A school or district cannot have access to information provided by any person.
- Information will not be reported in a form identifiable with any person, school, or district.

After you have completed this questionnaire, please check to see that all items have been answered. Make sure your questionnaire has a School ID number and a Teacher ID number in the upper right corner. Please return the questionnaire to the Summer Coordinator, who will remove the gummed label with your name on it. At that time you will receive a Teacher Stipend Application to complete so that you can be paid for filling out the questionnaire.

This study is authorized by law (Section 151 of Title I, ESEA, as amended by Section 101(a) 8 of P.L. 93-380). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely.

Thank you for your cooperation.

Section A

1. At the end of this school year (including this summer), how many years will you have been a full-time teacher (not substitute or part-time) in any school? (Mark one.)

____	1 year or less	____	11-15 years
____	2 years	____	16-20 years
____	3-5 years	____	21-25 years
____	6-10 years	____	Over 25 years

2. What is the highest earned college degree you hold? (Do not include honorary degrees.) (Mark one.)

____ No degree
____ Degree or diploma based on less than four years' work
____ Bachelor's degree
____ Master's degree
____ Bachelor's degree plus fifth-year preparation
____ Six-year specialist degree
____ Doctor's degree

3. In a typical day in the summer school, about how much time do you devote to non-instructional activities? (Mark the number of hours in each category. Include both time at school and time after school.)

	Preparation for Instruction	Administrative and Clerical Tasks	Interaction with Individual Parents	Other School-Related Non-Instructional Activities
None	____	____	____	____
1/2 hour or less	____	____	____	____
1 hour	____	____	____	____
1 1/2 hours	____	____	____	____
2 hours	____	____	____	____
2 1/2 hours	____	____	____	____
3 or more hours	____	____	____	____

4. How many hours per week do you have the support of a non-teaching aide to help you in grading papers, updating files, and housekeeping chores? (Mark one.)

____ None
51
____ 1 hour/week
52
____ 2-3 hours/week
53
____ 4-5 hours/week
54
____ More than 5 hours/week
55

5. During the last school year were you primarily a regular classroom teacher who taught reading or a special reading teacher? (For this survey a special reading teacher is a teacher who specializes in teaching reading.) (Mark one.)

____ Does not apply. I did not teach reading at all during the last
56 school year.
____ I was a regular classroom teacher.
57
____ I was a special reading teacher.
58

6. During the last school year were you primarily a regular classroom teacher who taught mathematics or a special mathematics teacher? (For this survey a special mathematics teacher is a teacher who specializes in teaching mathematics.) (Mark one.)

____ Does not apply. I did not teach mathematics at all during the
59 last school year.
____ I was a regular classroom teacher.
60
____ I was a special mathematics teacher.
61

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Section B--Reading (IF YOU DO NOT TEACH READING, SKIP TO SECTION C.)

7. During this summer, are you primarily a regular classroom teacher who teaches reading or a special reading teacher? (For this survey, a special reading teacher is a teacher who specializes in teaching reading.) (Mark one.)

_____ I am a regular classroom teacher.

_____ I am a special reading teacher who provides instruction to students during the regular reading period for their class.

_____ I am a special reading teacher. The instruction I provide is in addition to the instruction that my students receive during their regular reading period.

PLEASE ANSWER THE FOLLOWING QUESTIONS IN TERMS OF YOUR PRIMARY TEACHING ASSIGNMENT AS A REGULAR CLASSROOM OR SPECIAL READING TEACHER, I.E., IN TERMS OF YOUR RESPONSE TO QUESTION 7. IF YOU ARE A SPECIAL READING TEACHER AND A QUESTION ASKS ABOUT "YOUR CLASS," ANSWER IN TERMS OF YOUR TYPICAL INSTRUCTIONAL GROUP.

8. How many days per week do students receive reading instruction from you? (Mark one.)

_____ 1 day
_____ 2 days
_____ 3 days
_____ 4 days
_____ 5 days

9. For how many minutes per day does your class (or typical instructional group, if you are a special reading teacher) receive reading instruction? (Mark one.)

_____ Less than 20 minutes/day
_____ 20-29 minutes/day
_____ 30-40 minutes/day
_____ 41-50 minutes/day
_____ 51-60 minutes/day
_____ 61-70 minutes/day
_____ 71-80 minutes/day
_____ 81-90 minutes/day
_____ 91-100 minutes/day
_____ 101-110 minutes/day
_____ 111-120 minutes/day
_____ More than 120 minutes/day

10. On the average, how many students are in your reading class (or typical instructional group if you are a special reading teacher)? (Mark one.)

____ 1 student	____ 21-25 students
____ 2-5 students	____ 26-30 students
____ 6-10 students	____ 31-35 students
____ 11-15 students	____ Over 35 students
____ 16-20 students	

11. How do you rate the current reading achievement level of your students? (Mark one.)

____ Almost all are above grade level in reading achievement.
____ Almost all are at grade level in reading achievement.
____ Almost all are below grade level in reading achievement.
____ Some are above grade level and some at grade level.
____ Some are at grade level and some below grade level.
____ Some are above, some at, and some below grade level.

12. To what extent are the following aspects of your reading instruction basically the same for all or most of your students? (Mark one column for each aspect.)

	Basically the Same for Most Students	Tends to Vary Among Students
Total time spent in reading activities	____	____
Instructional objectives	____	____
Sequence of learning activities	____	____
Expected rate of progress	____	____
Teaching method	____	____
Types of instructional materials	____	____

IN YOUR READING CLASS OR INSTRUCTIONAL GROUP YOU MAY HAVE BOTH REGULAR AND LOW-ACHIEVING STUDENTS. FOR THIS STUDY, LOW-ACHIEVING READING STUDENTS ARE STUDENTS WHO ARE ACHIEVING ONE OR MORE YEARS BELOW THEIR GRADE LEVEL IN READING. THE CATEGORY "LOW-ACHIEVING STUDENTS" DOES NOT INCLUDE EDUCABLE OR TRAINABLE MENTALLY RETARDED. THE FOLLOWING QUESTIONS ASK ABOUT YOUR INSTRUCTIONAL PRACTICES FOR REGULAR AND LOW-ACHIEVING STUDENTS.

IF A QUESTION ASKS ABOUT BOTH KINDS OF STUDENTS AND YOU HAVE ONLY ONE KIND IN YOUR CLASS, MARK THE SQUARE INDICATING THAT YOU DO NOT HAVE REGULAR OR LOW-ACHIEVING STUDENTS (WHICHEVER IS THE CASE) AND COMPLETE THE QUESTION FOR THE KIND OF STUDENTS YOU DO HAVE.

IF YOU HAVE BOTH REGULAR AND LOW-ACHIEVING STUDENTS, COMPLETE THE QUESTION FOR BOTH KINDS OF STUDENTS EVEN IF THE INSTRUCTIONAL PRACTICES ARE THE SAME FOR BOTH GROUPS.

13a. Please provide a description of the way you provide reading instruction for regularly-achieving students during a typical week this summer.

☐ I do not have regularly-achieving students. 55

	Percent of Weekly Reading Instruction				
	10	20	30	40	50 or more
Students are instructed by me as part of the whole class or a large group (21 or more students).	___ 56	___ 57	___ 58	___ 59	___ 60
Students are instructed by me in a group of 14 to 20 students.	___ 61	___ 62	___ 63	___ 64	___ 65
Students are instructed by me in a group of 7 to 13 students.	___ 66	___ 67	___ 68	___ 69	___ 70
Students are instructed by me individually or in a group of 2 to 6 students.	___ 71	___ 72	___ 73	___ 74	___ 75
Students are assisted by a paid aide or paid teaching assistant, individually or in a group of 2 to 10 students.	___ 8	___ 9	___ 10	___ 11	___ 12
Students are tutored by another student or adult volunteer.	___ 13	___ 14	___ 15	___ 16	___ 17
Students work independently using programmed material such as Sullivan and/or machine-mediated instruction.	___ 18	___ 19	___ 20	___ 21	___ 22
Students work independently using non-programmed materials such as workbooks, ditto sheets, games.	___ 23	___ 24	___ 25	___ 26	___ 27

79:31
Dup 1-7

___ 28 Check here if your instruction in reading is provided by visiting the classroom of the students assigned to another teacher.

___ 29 Check here if you are providing reading instruction on a "pull-out" basis. That is, you take several students from their regular classroom and provide your instruction in another classroom.

13b. Please provide a description of the way you provide reading instruction for low-achieving students during a typical week this summer.

☐ I do not have low-achieving students. 30

	Percent of Weekly Reading Instruction				
	10	20	30	40	50 or more
Students are instructed by me as part of the whole class or a large group (21 or more students).	___ 31	___ 32	___ 33	___ 34	___ 35
Students are instructed by me in a group of 14 to 20 students.	___ 36	___ 37	___ 38	___ 39	___ 40
Students are instructed by me in a group of 7 to 13 students.	___ 41	___ 42	___ 43	___ 44	___ 45
Students are instructed by me individually or in a group of 2 to 6 students.	___ 46	___ 47	___ 48	___ 49	___ 50
Students are assisted by a paid aide or paid teaching assistant, individually or in a group of 2 to 10 students.	___ 51	___ 52	___ 53	___ 54	___ 55
Students are tutored by another student or adult volunteer.	___ 56	___ 57	___ 58	___ 59	___ 60
Students work independently using programmed material such as Sullivan and/or machine-mediated instruction	___ 61	___ 62	___ 63	___ 64	___ 65
Students work independently using non-programmed materials such as workbooks, ditto sheets, games.	___ 66	___ 67	___ 68	___ 69	___ 70

___ 71 Check here if your instruction in reading is provided by visiting the classrooms of students assigned to another teacher.

___ 72 Check here if you are providing reading instruction on a "pull-out" basis. That is, you take several students from their regular classroom and provide your instruction in another classroom.

79:32
Dup 1-7

14. In addition to your reading instruction period, how many minutes per day do your regular and low-achieving reading students spend in such reading-related activities as spelling, vocabulary study, grammar, writing, etc.? (Mark one in each column.)

	Regular Reading Students	Low-Achieving Reading Students
Does not apply. I do not have this type of student.	___ 8	___ 9
15 minutes or less per day	___ 10	___ 11
16-30 minutes per day	___ 12	___ 13
31-40 minutes per day	___ 14	___ 15
41-50 minutes per day	___ 16	___ 17
51-60 minutes per day	___ 18	___ 19
More than 60 minutes per day	___ 20	___ 21

15. How often do you, a teaching assistant, or an aide use the following kinds of equipment as part of reading instruction when teaching reading to regular reading students this summer? (Mark one column for each type of equipment.

☐ Does not apply. I do not have regular reading students.
22

	Two or more times a week	About once a week	About once a month	Never or Almost Never
Sound equipment (e.g., tape recorders, record players, listening centers)	___ 23	___ 24	___ 25	___ 26
Projectors (e.g., overhead, slide, filmstrip)	___ 27	___ 28	___ 29	___ 30
Sound projectors (e.g., combination cassette/filmstrip projectors)	___ 31	___ 32	___ 33	___ 34
Special reading machines (e.g., System 80, Language Master)	___ 35	___ 36	___ 37	___ 38
Television	___ 39	___ 40	___ 41	___ 42

16. How often do you, a teaching assistant, or an aide use the following kinds of equipment as part of reading instruction when teaching reading to low-achieving reading students this summer? (Mark one column for each type of equipment.)

☐ 43 Does not apply. I do not have low-achieving reading students.

	Two or more times a week	About once a week	About once a month	Never or almost never
Sound equipment (e.g., tape recorders, record players, listening centers)	___ 44	___ 45	___ 46	___ 47
Projectors (e.g., overhead, slide, filmstrip)	___ 48	___ 49	___ 50	___ 51
Sound projectors (e.g., combination cassette/filmstrip projectors)	___ 52	___ 53	___ 54	___ 55
Special reading machines (e.g., System 80, Language Master)	___ 56	___ 57	___ 58	___ 59
Television	___ 60	___ 61	___ 62	___ 63

17. How often do your regular reading students independently use each of the following kinds of equipment as part of reading instruction this summer? (Mark one column for each type of equipment.)

☐ 64 Does not apply. I do not have regular reading students.

	Daily or almost daily	About once a week	About once a month	Never or almost never
Sound equipment (e.g., tape recorders, record players, listening centers)	___ 65	___ 66	___ 67	___ 68
Individual viewers	___ 69	___ 70	___ 71	___ 72
Sound projectors (e.g., combination cassette/filmstrip projectors)	___ 73	___ 74	___ 75	___ 76
Feedback teaching machines (e.g., talking typewriter)	___ 8	___ 9	___ 10	___ 11
Study carrels	___ 12	___ 13	___ 14	___ 15
Special reading machines (e.g., System 80, Language Master)	___ 16	___ 17	___ 18	___ 19

79:33
Dup 1-7

18. How often do your low-achieving reading students independently use each of the following kinds of equipment as part of reading instruction this summer? (Mark one column for each type of equipment.)

☐ Does not apply. I do not have low-achieving reading students.

	Daily or almost daily	About once a week	About once a month	Never or almost never
Sound equipment (e.g., tape recorders, record players, listening centers)	___	___	___	___
Individual viewers	___	___	___	___
Sound projectors (e.g., combination cassette/filmstrip projectors)	___	___	___	___
Feedback teaching machines (e.g., talking typewriter)	___	___	___	___
Study carrels	___	___	___	___
Special reading machines (e.g., System 80, Language Master)	___	___	___	___

19. Approximately how often do your regular and low-achieving reading students use the following materials in your reading instruction this summer? (Mark one row for each material and type of student.)

☐ Does not apply. I do not have regular reading students. (If marked, omit section on regular reading students.)

☐ Does not apply. I do not have low-achieving reading students. (If marked, omit section on low-achieving reading students.)

	Regular reading students				Low-achieving reading students				
	Daily or almost daily	About once a week	About once a month	Never or almost never	Daily or almost daily	About once a week	About once a month	Never or almost never	
Textbooks	___	___	___	___	___	___	___	___	
Supplementary readers	___	___	___	___	___	___	___	___	
"Free-reading" books	___	___	___	___	___	___	___	___	79:34 Dup 1
Reference books	___	___	___	___	___	___	___	___	
Workbooks, dittos	___	___	___	___	___	___	___	___	
Games, puzzles	___	___	___	___	___	___	___	___	
Publisher kits or sets including program texts	___	___	___	___	___	___	___	___	79:35 Dup 1

Section C--Mathematics

20. During this summer, are you primarily a regular classroom teacher who teaches mathematics or a special mathematics teacher? (For this survey, a special mathematics teacher is a teacher who specializes in teaching mathematics.) (Mark one.)

_____ I am a regular classroom teacher.

_____ I am a special mathematics teacher who provides instruction to students during the regular mathematics period for their class.

_____ I am a special mathematics teacher. The instruction I provide is in addition to the instruction that my students receive during their regular mathematics period.

PLEASE ANSWER THE FOLLOWING QUESTIONS IN TERMS OF YOUR PRIMARY TEACHING ASSIGNMENT AS A REGULAR CLASSROOM OR SPECIAL MATHEMATICS TEACHER, I.E., IN TERMS OF YOUR RESPONSE TO QUESTION 7. IF YOU ARE A SPECIAL MATHEMATICS TEACHER AND A QUESTION ASKS ABOUT "YOUR CLASS," ANSWER IN TERMS OF YOUR TYPICAL INSTRUCTIONAL GROUP.

21. How many days per week do students receive mathematics instruction from you? (Mark one.)

_____ 1 day
_____ 2 days
_____ 3 days
_____ 4 days
_____ 5 days

22. For how many minutes per day does your class (or typical instructional group, if you are a special mathematics teacher) receive mathematics instruction? (Mark one.)

_____ Less than 20 minutes/day
_____ 20-29 minutes/day
_____ 30-40 minutes/day
_____ 41-50 minutes/day
_____ 51-60 minutes/day
_____ 61-70 minutes/day
_____ 71-80 minutes/day
_____ 81-90 minutes/day
_____ 91-100 minutes/day
_____ 101-110 minutes/day
_____ 111-120 minutes/day
_____ More than 120 minutes/day

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23. On the average, how many students are in your mathematics class (or typical instructional group if you are a special mathematics teacher)? (Mark one.)

___ 1 student
___ 2-5 students
___ 6-10 students
___ 11-15 students
___ 16-20 students
___ 21-25 students
___ 26-30 students
___ 31-35 students
___ Over 35 students

24. How do you rate the current mathematics achievement level of your students? (Mark one.)

___ Almost all are above grade level in mathematics achievement.
___ Almost all are at grade level in mathematics achievement.
___ Almost all are below grade level in mathematics achievement.
___ Some are above grade level and some at grade level.
___ Some are at grade level and some below grade level.
___ Some are above, some at, and some below grade level.

25. To what extent are the following aspects of your mathematics instruction basically the same for all or most of your students? (Mark one column for each aspect.)

	Basically the Same for Most Students	Tends to Vary Among Students
Total time spent in mathematics activities	___	___
Instructional objectives	___	___
Sequence of learning activities	___	___
Expected rate of progress	___	___
Teaching method	___	___
Types of instructional materials	___	___

IN YOUR MATHEMATICS CLASS OR INSTRUCTIONAL GROUP YOU MAY HAVE BOTH REGULAR AND LOW-ACHIEVING STUDENTS. FOR THIS STUDY, LOW-ACHIEVING MATHEMATICS STUDENTS ARE STUDENTS WHO ARE ACHIEVING ONE OR MORE YEARS BELOW THEIR GRADE LEVEL IN MATHEMATICS. THE CATEGORY "LOW-ACHIEVING STUDENTS" DOES NOT INCLUDE EDUCABLE OR TRAINABLE MENTALLY RETARDED. THE FOLLOWING QUESTIONS ASK ABOUT YOUR INSTRUCTIONAL PRACTICES FOR REGULAR AND LOW-ACHIEVING STUDENTS.

IF A QUESTION ASKS ABOUT BOTH KINDS OF STUDENTS AND YOU HAVE ONLY ONE KIND IN YOUR CLASS, MARK THE SQUARE INDICATING THAT YOU DO NOT HAVE REGULAR OR LOW-ACHIEVING STUDENTS (WHICHEVER IS THE CASE) AND COMPLETE THE QUESTION FOR THE KIND OF STUDENTS YOU DO HAVE.

IF YOU HAVE BOTH REGULAR AND LOW-ACHIEVING STUDENTS, COMPLETE THE QUESTION FOR BOTH KINDS OF STUDENTS EVEN IF THE INSTRUCTIONAL PRACTICES ARE THE SAME FOR BOTH GROUPS.

26a. Please provide a description of the way you provide mathematics instruction for regularly-achieving students during a typical week this summer.

☐ I do not have regularly-achieving students.
55

	Percent of Weekly Mathematics Instruction				
	10	20	30	40	50 or more
Students are instructed by me as part of the whole class or a large group (21 or more students).	56	57	58	59	60
Students are instructed by me in a group of 14 to 20 students.	61	62	63	64	65
Students are instructed by me in a group of 7 to 13 students.	66	67	68	69	70
Students are instructed by me individually or in a group of 2 to 6 students.	71	72	73	74	75
Students are assisted by a paid aide or paid teaching assistant, individually or in a group of 2 to 10 students.	8	9	10	11	12
Students are tutored by another student or adult volunteer.	13	14	15	16	17
Students work independently using programmed material such as Sullivan and/or machine-mediated instruction.	18	19	20	21	22
Students work independently using non-programmed materials such as workbooks, ditto sheets, games.	23	24	25	26	27

79:41
Dup 1-7

____ Check here if your instruction in mathematics is provided by visiting the classroom of the students assigned to another teacher.
28

____ Check here if you are providing mathematics instruction on a "pull-out" basis. That is, you take several students from their regular classroom and provide your instruction in another classroom.
29

26b. Please provide a description of the way you provide mathematics instruction for low-achieving students during a typical week this summer.

☐ I do not have low-achieving students.
2

	Percent of Weekly Mathematics Instruction				
	10	20	30	40	50 or more
Students are instructed by me as part of the whole class or a large group (21 or more students).	___ 31	___ 32	___ 33	___ 34	___ 35
Students are instructed by me in a group of 14 to 20 students.	___ 36	___ 37	___ 38	___ 39	___ 40
Students are instructed by me in a group of 7 to 13 students.	___ 41	___ 42	___ 43	___ 44	___ 45
Students are instructed by me individually or in a group of 2 to 6 students.	___ 46	___ 47	___ 48	___ 49	___ 50
Students are assisted by a paid aide or paid teaching assistant, individually or in a group of 2 to 10 students.	___ 51	___ 52	___ 53	___ 54	___ 55
Students are tutored by another student or adult volunteer.	___ 56	___ 57	___ 58	___ 59	___ 60
Students work independently using programmed material such as Sullivan and/or machine-mediated instruction.	___ 61	___ 62	___ 63	___ 64	___ 65
Students work independently using non-programmed materials such as workbooks, ditto sheets, games.	___ 66	___ 67	___ 68	___ 69	___ 70

___ 71 Check here if your instruction in mathematics is provided by visiting the classrooms of students assigned to another teacher.

___ 72 Check here if you are providing mathematics instruction on a "pull-out" basis. That is, you take several students from their regular classroom and provide your instruction in another classroom.

79:42
Dup 1-7

27. How often do you, a teaching assistant, or an aide use the following kinds of equipment as part of mathematics instruction when teaching mathematics to regular mathematics students this summer? (Mark one column for each type of equipment.)

☐ Does not apply. I do not have regular mathematics students.
8

	Two or more times a week	About once a week	About once a month	Never or Almost Never
Sound equipment (e.g., tape recorders, record players, listening centers)	9	10	11	12
Projectors (e.g., overhead, slide, filmstrip)	13	14	15	16
Sound projectors (e.g., combination cassette/filmstrip projectors)	17	18	19	20
Special math machines (e.g., System 80, electronic calculator)	21	22	23	24
Television	25	26	27	28

28. How often do you, a teaching assistant, or an aide use the following kinds of equipment as part of mathematics instruction when teaching mathematics to low-achieving mathematics students this summer? (Mark one column for each type of equipment.)

☐ Does not apply. I do not have low-achieving mathematics students.
29

	Two or more times a week	About once a week	About once a month	Never or Almost Never
Sound equipment (e.g., tape recorders, record players, listening centers)	30	31	32	33
Projectors (e.g., overhead, slide, filmstrip)	34	35	36	37
Sound projectors (e.g., combination cassette/filmstrip projectors)	38	39	40	41
Special math machines (e.g., System 80, electronic calculator)	42	43	44	45
Television	46	47	48	49

29. How often do your regular mathematics students independently use each of the following kinds of equipment as part of mathematics instruction this summer? (Mark one column for each type of equipment.)

☐ Does not apply. I do not have regular mathematics students.
50

	Daily or almost daily	About once a week	About once a month	Never or almost never
Sound equipment (e.g., tape recorders, record players, listening centers)	51	52	53	54
Individual viewers	55	56	57	58
Sound projectors (e.g., combination cassette/filmstrip projectors)	59	60	61	62
Feedback teaching machines (e.g., computer terminal)	63	64	65	66
Study carrels	67	68	69	70
Special math equipment (e.g., electronic calculators	71	72	73	74

30. How often do your low-achieving mathematics students independently use each of the following kinds of equipment as part of mathematics instruction this summer? (Mark one column for each type of equipment.)

☐ Does not apply. I do not have low-achieving mathematics students.
75

79:43
Dup 1-7

	Daily or almost daily	About once a week	About once a month	Never or almost never
Sound equipment (e.g., tape recorders, record players, listening centers)	8	9	10	11
Individual viewers	12	13	14	15
Sound projectors (e.g., combination cassette/filmstrip projectors)	16	17	18	19
Feedback teaching machines (e.g., computer terminal)	20	21	22	23
Study carrels	24	25	26	27
Special math equipment (e.g., electronic calculators)	28	29	30	31

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31. Approximately how often do your regular and low-achieving mathematics students use the following materials in your mathematics instruction this summer? (Mark one row for each material and type of student.)

☐ Does not apply. I do not have regular mathematics students. (If marked, omit section on regular mathematics students.) 32

☐ Does not apply. I do not have low-achieving mathematics students. (If marked, omit section on low-achieving mathematics students.) 33

	Regular Mathematics Students				Low-Achieving Mathematics Students				
	Daily or almost daily	About once a week	About once a month	Never or almost never	Daily or almost daily	About once a week	About once a month	Never or almost never	
Textbooks	___ 34	___ 35	___ 36	___ 37	___ 38	___ 39	___ 40	___ 41	
Programmed math texts	___ 42	___ 43	___ 44	___ 45	___ 46	___ 47	___ 48	___ 49	
Reference books	___ 50	___ 51	___ 52	___ 53	___ 54	___ 55	___ 56	___ 57	
Workbooks, dittos	___ 58	___ 59	___ 60	___ 61	___ 62	___ 63	___ 64	___ 65	
Games, puzzles	___ 66	___ 67	___ 68	___ 69	___ 70	___ 71	___ 72	___ 73	79:44 Dup 1-7
Geoboards, Cuisenaire rods	___ 8	___ 9	___ 10	___ 11	___ 12	___ 13	___ 14	___ 15	79:45 Dup 1-7

INSTRUMENTS AT THE SCHOOL LEVEL

COORDINATOR'S LOG

FOR MONTH OF ____________

ADM

Number ______

OR

ADA

________ %

Number ______

School ID # __________

Name of School: ______________ Name of District: ______________

☐ CHECK HERE IF NO EVENT OCCURRED THAT SHOULD BE REPORTED

Description of Event: ______________________________

____

Dates: From __________ to __________ Number of Students Involved: ______ Grades Involved: ______

Number of Teachers Involved: __________ Other Persons Involved: ______________

Comments, or Additional Information: ______________________________

____

Description of Event: ______________________________

____

Dates: From __________ to __________ Number of Students Involved: ______ Grades Involved: ______

Number of Teachers Involved: __________ Other Persons Involved: ______________

Comments, or Additional Information ______________________________

____

Use space below to record additional comments:

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INSTRUCTIONS FOR COMPLETION OF LOG ARE ON OTHER SIDE OF THIS FORM

O.M.B. No. 51-R-1201

COORDINATOR'S LOG

This study is authorized by law (Section 151 of Title I, ESEA, as amended by Section 101(a) 8 of P. L. 93-380). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely.

Thank you for your cooperation.

INSTRUCTIONS FOR COMPLETING COORDINATOR'S LOG

The Coordinator's Log on the back of this page is to provide information on unusual events. It is to be completed and mailed to SDC at the end of each month.

1. At the top, identify the: (a) month; (b) school ID; (c) name of school; (d) name of district; and (e) average daily attendance (ADA) or average daily membership (ADM) of all students (grade 1-6) in the school for the month. Please supply either the total number of students or the percentage of students for ADA or the total number of students for ADM. Complete this information each month.
2. Describe all events that occurred during the month that might have significant impact on the study (some examples are given below).
3. If an event involves something that should be reported immediately (e.g., a schedule change), call the Regional Supervisor at SDC.
4. If you are not sure if you should report an event, please do report it. Its relevance will be determined at SDC.
5. When no significant event occurs during a month, check the box at the top of the Log.
6. Send the LOG to SDC.

- -

EXAMPLES of significant events that should be recorded:

- Increase or decrease in school attendance for an extended period of time due to epidemic, natural disaster, etc.
- Absence of a classroom teacher for an extended period of time (e.g., two weeks), or frequently for several days at a time. Give teacher ID and period of absence.
- Absence of administrator for an extended period of time, or a change in administrators.
- Change in school climate (e.g., teacher strike, parent boycott).
- Change in school program (e.g., closing of school for several days, change in class schedule, increase or decrease in support staff, major damage to school due to vandalism, breakdown in physical plant).
- Change in support services (e.g., lunch program, health services).
- Change in grade-level structure (addition or subtraction of grades in the school).
- Early school closure due to lack of operating funds or other disaster.

COST DATA INTERVIEW GUIDE

DIRECTIONS TO FIELD STAFF

The Cost Data Interview Guide (CDIG) is used to assist RMC in obtaining the information needed to develop the cost inputs for the resource/cost model. The CDIG is especially concerned with information about (1) the size of the school, (2) special centers, and (3) the type and quantity of resources available within the school and within a typical classroom for Grades 1-3 and Grades 4-6. The CDIG is designed as an interviewer guide to provide you with a higher degree of flexibility in recording information than would be the case with a more rigid questionnaire.

For ease in use, the main body of the CDIG is divided into two sections: Section A (blue) deals with information to be obtained from the District Business Manager or the business office staff. Section B (yellow) is concerned with information to be collected at the school site from the various respondents identified. The respondents and the general nature of the information for each section are outlined here. Specific directions, as needed, are provided within each section.

Section A--District (blue)

Respondents: District Business Manager or individuals designated by the DBM.

Information: Summary income-expenditure budget
Per pupil or per school budgeting factors, if used
Total enrollment - by grades
Number of schools - by grades included
Salary schedule and rationale
Typical unit prices for equipment and materials

Section B--School (yellow)

Respondents: School principal, audio visual coordinator, library and resource center staff (if appropriate) and a 2nd and 5th grade teacher (if approved by the principal).

Information: School size descriptors
Equipment used - school inventory/classroom allocation
Materials used - typical classrooms
Central library/media center
Reading resource center
Mathematics resource center

School ID # ______________

SECTION A--INFORMATION OBTAINED FROM THE DISTRICT OFFICE STAFF

DIRECTIONS TO THE FIELD STAFF

Early in your meeting with the District Business Manager provide him with an overview of the information you are seeking. By doing this, you will save him time and make it easier for him to identify the appropriate sources of the data. The following table summarizes the information, provides space for the DBM to designate other staff members, and functions as a checklist for you in ensuring that you have obtained the needed information.

Ask the District Business Manager if the students in his/her district have access to a district-wide resource center. If they do, complete item 23, Section B.

INFORMATION FROM DISTRICT STAFF

	Source (Person to See)	Location	Phone No.
Summary Income/ Expenditure Budget (showing income by source of funds)			
Per pupil or per school budgeting factors if used in the district's budgeting process			
Salary schedule and basis (if not included in the published salary schedule statement)			
District enrollment-by grade level			
Number of schools-by grades included			
Typical equipment prices			

INCOME/EXPENDITURE DATA

Obtain a copy of the pages summarizing the income and expenditures from the 1976-1977 district budget.

Using this information, fill in the total figures for each income source in Item 1. Fill in the total figures for current expenditures for education by major categories in Item 2.

1. Income by Fund Source

A. Local funds total __________

State general funds __________

State special program funds __________

Federal funds __________

District's total income from all funding sources __________

2. Expenditures by Major Category

B. 100 Administration __________

200 Instruction __________

400 Health Services __________

600 Operations __________

700 Maintenance __________

800 Fixed Charges __________

Total current expense __________

500 Transportation __________

900 Food Services __________

1100 Community Services __________

1200 Capital Outlay __________

Total expenditure __________

NOTE: We are most interested in the data in the categories contributing to the total current expense of education. Fill in categories 500, 900, 1100, and 1200 if the data are readily available.

3. Expenditure/Pupil--by Budget Category

If the district analyzes or presents their budgeted expenditures in dollars per pupil fill in the table below.

			Expenditure Per Pupil	% of T.C.E.
3a.	100	Administration	________	_____
3b.	200	Instruction	________	_____
3c.	400	Health Services	________	_____
3d.	600	Operations	________	_____
3e.	700	Maintenance	________	_____
3f.	800	Fixed Charges	________	_____
3g.		Total current expense	________	100%

4. Expenditure/Pupil--by Grade Levels

If the district analyzes or presents their budgeted expenditures by dollars per grade-level divisions fill in the table below.

4a. Elementary ________ ($ per pupil)

4b. Junior High ________ " " "

4c. Senior High ________ " " "

4d. Overall ________ " " "

PER PUPIL OR PER SCHOOL BUDGETING FACTORS

5. Some districts use budgeting allocation factors, based on the number of pupils or on the school, per se, in constructing their budgets. For example, there may be a school allocation of $9.16 per pupil for instructional supplies. In some cases, districts also analyze their expenditures to determine a specific unit's operating expenses for a past year. If the district office has such factors available, please complete the following table. (We are interested only in the factors for elementary (Grades K through 6) schools so please do not record factors for such subjects as high school industrial arts or driver training.) If the district does not use per pupil or per school budgeting factors, then write N/A next to the item.

5a. Budgeting Factors

Expenditure Category	Allocation Basis and Factor or Formula
Instructional supplies	____________________
Library books	____________________
Classroom materials	
____________	____________________
____________	____________________
____________	____________________
____________	____________________
Audio-visual equipment	____________________
Other equipment	
____________	____________________
____________	____________________
____________	____________________
____________	____________________

DISTRICT SIZE

Obtain a list of the district's schools, showing grades and enrollment. Using this information or information from another source fill in Items 6 and 7.

6. District Schools

No. of Schools	Grades Included
______	__________
______	__________
______	__________
______	__________
______	__________
______	__________
______	__________
______	__________
______	__________
______	__________

7. District Enrollment

Grade	No. of Students	Grade	No. of Students
K	_________	7	_________
1	_________	8	_________
2	_________	9	_________
3	_________	10	_________
4	_________	11	_________
5	_________	12	_________
6	_________		

SALARY SCHEDULE

8. Obtain a copy of the district's salary schedule for regular classroom teachers and reading and math specialists. (After the interview is over, use this information to fill in the table below according to the instructions in the Site Visit Manual.)

STANDARD FORMAT SALARY SCHEDULE

	Years of Teaching Experience							
Education	0	2	4	8	13	18	23	30
No degree								
Degree or diploma based on less than 4 years								
Bachelor's degree								
Master's degree								
Bachelor's degree plus fifth year preparation or 30 semester hours beyond the bachelor's								
Six year specialist degree or 60 semester hours beyond the bachelor's								
Doctor's degree or 90 semester hours beyond the bachelor's								

It is important that you determine the meaning of the categories or classifications used in the salary schedule. Use the space here to record the specific definitions.

OTHER STAFF SALARY INFORMATION

9. We eventually need the estimated number of hours worked per year (column d) for each staff. If this information is directly available, fill in only the estimated annual wage or salary (column a) and the last column. If not, fill in columns b and c (days worked per year and hours worked per day) and multiply b x c.

ESTIMATED ANNUAL SALARY AND TIME WORKED FOR OTHER STAFF

	(a) Est. Annual Salary	(b) Days Per Year	(c) Hours Per Day	(d) Hours Per Year
Reading Curriculum Specialist	______	______	______	______
Math Curriculum Specialist	______	______	______	______
Psychologist	______	______	______	______
Librarian	______	______	______	______
Audio-visual Specialist	______	______	______	______
Teaching Assistant	______	______	______	______
Teacher Aide	______	______	______	______
Library Aide	______	______	______	______
Clerical Aide	______	______	______	______

10. Fringe Benefit Information

What percent of the salaries of certified staff is the fringe benefit package? ______%

What percent of the salaries of classified staff is the fringe benefit package? ______%

Does the average fringe benefit package for classified staff apply to teaching assistants, teacher aides, library aides, and clerical aides? YES _____ NO _____

If not, what would be the average fringe benefit package for these types of staff as a percent of salaries? ______%

INSTRUCTIONAL EQUIPMENT--TYPICAL UNIT PRICES

11. The information in the following table represents the average prices for instructional equipment commonly used in elementary schools. (1) If the District Business Manager has a "price list," check the prices on the left portion of the table against his list. (2) Ask for an estimated price for particular items of equipment used in the district but not included in this brief listing and record the information in the lower portion of the table. Only include equipment and materials that are used in reading or math instruction that have a value greater than $50.00.

TYPICAL UNIT PRICE LIST FOR INSTRUCTIONAL EQUIPMENT

Equipment	Unit Price	District's Approx. Price	Equipment	Unit Price	District's Approx. Price
Sound and Sound Production			Special Reading Machines		
Cassette Player	50		Language Master	235	
Cassette Player/Recorder	75		Controlled Reader	245	
Reel to Reel Recorder	180		Tach-X	215	
Record Player	80		Audio Card Reader	190	
Listening Center	65		Hoffman Reader	390	
Viewer and Projection			Singer Readermate	150	
Slide Projector	180		Voxcom	120	
Overhead Projector	130		Special Math and Other Instructional		
Opaque Projector	385		Calculator	30	
Filmstrip Projector	115		System 80	--	
Filmstrip Viewer	25		Tutor Computer	1,200	
Filmloop Projector	130		Mathiputer	250	
Movie Screen	40		Other Equipment (not listed)		
Microfilm Reader	185				
Sound and Visual					
Cassette/Filmstrip Projector	215				
Spellbinder	--				
Sound/Filmstrip Viewer	185				
16 mm Projector	500				
Television	200				
Video Tape Equipment	2,900				

SECTION B--INFORMATION OBTAINED AT THE SCHOOL SITE

DIRECTIONS TO THE FIELD STAFF

Purpose: The following forms are designed to provide information about: (1) the number of classrooms (by grade assignment), (2) the school-wide inventory of equipment and materials, (3) the equipment and materials "richness" of the classrooms, and (4) the resources of libraries and special reading and mathematics resource centers.

Respondents:

School Principal	Size of school and other information.
Teachers (if approved by Principal)	Try to talk briefly with a second and fifth grade teacher in the classroom after the instructional day ends, or have the Principal show you a second and fifth grade classroom to get estimates of the typical amounts of instructional equipment and materials in the classroom.
Audio-visual Coordinator (if the school has one)	Equipment centrally stored and available for classroom use.
Librarian and Resource Center Staff	Resources available in these special rooms.

SCHOOL SIZE INFORMATION

12. Classrooms and Number of Students

Fill in the following table before proceeding with the detailed questions. If there are ungraded classrooms, provide an estimate of the number of students of each grade level in the classroom. Use the homeroom or the classroom where attendance is taken.

Homeroom/Classroom	No. of Students by Grade Level						
	1	2	3	4	5	6	Other Grades

13. Number of Teachers

Fill in the following table; include special reading or special mathematics teachers.

No. of Teachers Who Teach	Reading	Mathematics
Grade 1 only	_____	_____
Grades 1/2	_____	_____
Grade 2 only	_____	_____
Grades 2/3	_____	_____
Grade 3 only	_____	_____
Grades 3/4	_____	_____
Grade 4 only	_____	_____
Grades 4/5	_____	_____
Grade 5 only	_____	_____
Grades 5/6	_____	_____
Grade 6	_____	_____
Other combinations (specify)		
__________________	_____	_____
__________________	_____	_____
__________________	_____	_____

INSTRUCTIONAL EQUIPMENT--CLASSROOM

The following categories include equipment that is used in the classroom in the instruction of reading and/or mathematics. Encourage estimates--do not press for precise "counts" in answers to the questions.

14. Classroom Equipment

	Number Per Classroom			
	(a) Typical Classroom Grades 1-3	(b) Typical Classroom Grades 4-6	(c) Centrally Stored and Available for Classroom Use	(d) School Inventory Excluding Library and Special Resource Centers
a. Sound				
1. Tape recorders	____	____	____	____
2. Cassette record.	____	____	____	____
3. Record players	____	____	____	____
4. Listening centers	____	____	____	____
5. ____________	____	____	____	____
6. ____________	____	____	____	____
b. Projectors				
1. 16mm-silent	____	____	____	____
2. 8mm-silent	____	____	____	____
3. Slide projectors	____	____	____	____
4. Overhead	____	____	____	____
5. Filmstrip	____	____	____	____
6. Opaque	____	____	____	____
7. ____________	____	____	____	____
8. ____________	____	____	____	____
c. Sound/Projectors				
1. 16mm-audio	____	____	____	____
2. 8mm-audio	____	____	____	____
3. Filmstrip/ cassette	____	____	____	____
4. Slide	____	____	____	____
5. ____________	____	____	____	____
6. ____________	____	____	____	____
d. Viewers-Indiv.	____	____	____	____
e. Sound/Viewers-Individual	____	____	____	____
f. Television Receivers	____	____	____	____
g. Study Carrels	____	____	____	____
h. Electronic Calculators	____	____	____	____

INSTRUCTIONAL EQUIPMENT--FEEDBACK TEACHING MACHINES

List those feedback teaching machines used in reading or math instruction costing more than $1,000. (Examples are Talking Alphabet with an estimated cost of $1,400 and Comtuder with an estimated cost of $1,500.) Check which grades the equipment is used in.

15. Feedback Teaching Machines

Reading Only	Grades 1-3	Grades 4-6
________________________________	___	___
________________________________	___	___
________________________________	___	___
Mathematics Only		
________________________________	___	___
________________________________	___	___
________________________________	___	___
Reading or Mathematics Instruction		
________________________________	___	___
________________________________	___	___
________________________________	___	___

INSTRUCTIONAL EQUIPMENT--SPECIAL EQUIPMENT

List special equipment items of lower cost that may or may not have feedback characteristics that are used in reading or math instruction. Check which grades the equipment is used in. Use this item to report reading and mathematics instructional equipment that does not fall into the categories of Items 14 and 15.

16. Special Equipment

Reading Only	Grades 1-3	Grades 4-6
____________________	___	___
____________________	___	___
____________________	___	___
Mathematics Only		
____________________	___	___
____________________	___	___
____________________	___	___
Reading or Mathematics Instruction		
____________________	___	___
____________________	___	___
____________________	___	___

MATERIALS--READING

The following categories include materials that may be identified as being used in reading instruction and in activities associated with learning to read. Encourage estimates--do not press for precise "counts" in answer to the question.

17. Materials--Reading

	(a)	(b)	(c)
	Number Per Classroom		School Inventory Excluding Library and Special Resource Centers
	Typical Classroom Grades 1-3	Typical Classroom Grades 4-6	
a. Textbooks			
1. Basic-Reading	____	____	____
2. Other	____	____	____
b. Supplementary Readers	____	____	____
c. Free-Reading Books	____	____	____
d. Reference Books			
1. Dictionaries	____	____	____
2. Encyclopedias	____	____	____
3. Other	____	____	____
e. Consumable Materials			
1. Workbooks	____	____	____
2. Dittos	____	____	____
f. Games, Puzzles	____	____	____
g. Equipment-supporting			
1. Filmstrips	____	____	____
2. Records	____	____	____
3. Tapes/cassettes	____	____	____
4. Other	____	____	____
5. ____________	____	____	____

MATERIALS--MATHEMATICS

The following categories include materials that may be identified as being used in mathematics instruction. Encourage estimates--do not press for precise "counts" in answering the questions.

18. Materials--Mathematics

	(a) Number Per Classroom Typical Classroom Grades 1-3	(b) Number Per Classroom Typical Classroom Grades 4-6	(c) School Inventory Exluding Library and Special Resource Centers
a. Textbooks			
1. Basic-Mathematics	____	____	____
2. Other	____	____	____
b. Programmed Math Texts	____	____	____
c. Reference Books			
1. Dictionaries	____	____	____
2. Encyclopedias	____	____	____
3. Other	____	____	____
d. Consumable Materials			
1. Workbooks	____	____	____
2. Dittos	____	____	____
e. Games, Puzzles			
1. ____________	____	____	____
2. ____________	____	____	____
f. Instructional Aids			
1. Geoboards	____	____	____
2. Cuisenaire Rods	____	____	____
3. ____________	____	____	____
g. Equipment-supporting			
1. Filmstrips	____	____	____
2. Records	____	____	____
3. Tapes/cassettes	____	____	____
4. Other	____	____	____

MATERIALS--PUBLISHERS' KITS

The following questions are designed to gain information about the types of publishers' kits being used in the typical classroom. Because specific kits may be purchased in various-sized parts or whole, and because the use and price varies with the size of the unit purchased, we have asked you to obtain the price of the kit being used.

19. Materials--Publishers' Kits

a. Publishers' Kits--Reading

Commercial Name of the Kit	Price Per Kit	No. Per Class
1. ________________	________	________
2. ________________	________	________
3. ________________	________	________
4. ________________	________	________

b. Publishers' Kits--Mathematics

1. ________________	________	________
2. ________________	________	________
3. ________________	________	________
4. ________________	________	________

RESOURCE CENTERS

- Centralized Library/Media Center--School
- Reading Resource Center--School
- Mathematics Resource Center--School
- Resource/Learning Center—District-wide

DIRECTIONS TO THE FIELD STAFF

Purpose: The following forms are designed to provide information about the size, material and equipment "richness" and the student use of the various resource centers.

Respondents:

School Principal
Librarian
Resource Center Staff

The school principal, the first interview contact, will likely be able to answer most questions. If not, ask permission to talk briefly with the appropriate Center staff.

CENTRALIZED LIBRARY/MEDIA CENTER

20. Is there a centralized library/media center available to students in any grades 1-6? YES ____ NO ____

STAFFING

20a.

Staff	Full-time Equivalents
Librarian	____
Audio-visual Specialist	____
Library Aide	____
Clerical Aide	____
Other (specify) ______________________	____

EQUIPMENT, MATERIALS

20b. Approximate number of:

Books - hard cover	____
Books - paperback	____
Periodicals subscribed to	____

20c. Type and approximate number of audio-visual equipment:

Type	Number
______________________	____
______________________	____
______________________	____
______________________	____
______________________	____

20d. Type and approximate quantity of equipment-supporting materials:

Type	Number
____________________	____
____________________	____
____________________	____
____________________	____
____________________	____

USE OF LIBRARY/MEDIA CENTER

20e. On the average, how long does the typical student visit the library/media center each week?

Grades 1-3 ______

Grades 4-6 ______

FIELD STAFF OBSERVATIONS

Please use the space below to record additional information on observations about the unique features of the library/media center or its use by the students.

READING RESOURCE CENTER

21. Is there a reading resource center available to students in any grades 1-6? YES ____ NO ____

STAFFING

21a. Staff	Full-time Equivalents
Special Reading Teacher	____
Reading Curriculum Specialist	____
Teacher Aide	____
Clerical Aide	____
Other (specify) ________________________	____

EQUIPMENT, MATERIALS

21b. Type and approximate number of audio-visual or other reading equipment:

Type	Number
________________________________	____
________________________________	____
________________________________	____
________________________________	____
________________________________	____

21c. Type and approximate quantity of equipment-supporting materials:

Type	Number
________________________________	____
________________________________	____
________________________________	____
________________________________	____
________________________________	____

21d. Approximate number of: Books - hard cover _____
Books - paperback _____

21e. Type and approximate quantity of other materials:

Type	Number

USE OF THE READING RESOURCE CENTER

21f. On the average, how long does the typical student visit the reading resource center each week?

Grades 1-3 _______
Grades 4-6 _______

FIELD STAFF OBSERVATIONS

Please use the space below to record additional information on observations about the unique features of the reading resource center or its use by the students.

MATHEMATICS RESOURCE CENTER

22. Is there a mathematics resource center available to students in any grades 1-6? YES ____ NO ____

STAFFING

22a.

Staff	Full-time Equivalent
Special Mathematics Teacher	_____
Math Curriculum Specialist	_____
Teacher Aide	_____
Clerical Aide	_____
Other (specify) ______________________________	_____

EQUIPMENT, MATERIALS

22b. Type and approximate number of audio-visual or other mathematics equipment:

Type	Number
______________________________	_____
______________________________	_____
______________________________	_____
______________________________	_____
______________________________	_____

22c. Type and approximate quantity of equipment-supporting materials:

Type	Number
______________________________	_____
______________________________	_____
______________________________	_____
______________________________	_____
______________________________	_____

22d. Approximate number of: Books - hard cover ____
Books - paperback ____

22e. Type and approximate quantity of other materials:

Type	Number

USE OF THE MATHEMATICS RESOURCE CENTER

22f. On the average, how long does the typical student visit the mathematics resource center each week?

Grades 1-3 ______
Grades 4-6 ______

FIELD STAFF OBSERVATIONS

Please use the space below to record additional information on observations about the unique features of the mathematics resource center or its use by the students.

RESOURCE/LEARNING CENTER--DISTRICT-WIDE

23. Is there a district-wide resource/learning center available to students in any grades 1-6? YES ____ NO ____

If yes, you will have obtained much of this information from the district respondent. Ask the principal about the use of the center by his students.

STAFFING

23a. Staff	Full-time Equivalent
Special Teacher	____
Curriculum Specialist	____
Teacher Aide	____
Clerical Aide	____
Other (specify) ________________	____

EQUIPMENT, MATERIALS

23b. Type and approximate number of audio-visual or other equipment:

Type	Number
____________________	____
____________________	____
____________________	____
____________________	____
____________________	____

23c. Type and approximate quantity of equipment-supporting materials:

Type	Number
____________________	____
____________________	____
____________________	____
____________________	____
____________________	____

23d. Approximate number of: Books - hard cover ____
Books - paperback ____

23e. Type and approximate quantity of other materials:

Type	Number
____	____
____	____
____	____
____	____
____	____

USE OF THE RESOURCE/LEARNING CENTER

23f. On the average, how long does the typical student from your school visit the resource/learning center each week?

Grades 1-3 ______
Grades 4-6 ______

FIELD STAFF OBSERVATIONS

Please use the space below to record additional information on observations about the unique features of the resource/learning center or its use by the students.

O.M.B. No. 51-R-1201

School I.D. ______
2-4

Principal Questionnaire

SECTION A. PRINCIPAL INFORMATION

Please answer the following questions about yourself and your school. All answers will be treated in accordance with new federal privacy acts.

To guarantee privacy of information, results of this survey will not be reported in a form identifiable with any person, school, or district.

After you have completed this questionnaire, please check to see that all items have been answered. Then mail the questionnaire to SDC in the envelope provided.

This study is authorized by law (Section 151 of Title I, ESEA, as amended by Section 101 (a) of P.L. 93-380). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely.

THANK YOU FOR YOUR COOPERATION.

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Instructions:

Mark your answer by placing a cross (X) or checkmark (√) in the space provided for the answer. Numbers under each answer line are for data processing use, please disregard.

1. What is the highest earned college degree you hold? (Do not include honorary degrees.) (Mark one.)

   a. $\underset{5}{\_\_\_}$ No degree
   b. $\underset{6}{\_\_\_}$ Degree or diploma based on less than four years' work
   c. $\underset{7}{\_\_\_}$ Bachelor's degree
   d. $\underset{8}{\_\_\_}$ Master's degree
   e. $\underset{9}{\_\_\_}$ Bachelor's degree plus fifth-year preparation
   f. $\underset{10}{\_\_\_}$ Six-year specialist degree
   g. $\underset{11}{\_\_\_}$ Doctor's degree

2. How many years of full-time teaching experience have you had? (Do not include time as an administrator.) (Mark one.)

   a. $\underset{12}{\_\_\_}$ 0-2 years
   b. $\underset{14}{\_\_\_}$ 3-5 years
   c. $\underset{16}{\_\_\_}$ 6-8 years
   d. $\underset{18}{\_\_\_}$ 9-11 years
   e. $\underset{13}{\_\_\_}$ 12-14 years
   f. $\underset{15}{\_\_\_}$ 15-17 years
   g. $\underset{17}{\_\_\_}$ 18-20 years
   h. $\underset{19}{\_\_\_}$ 21 years or more

3. At the end of this school year, how many years will you have been a principal and/or assistant principal? (Mark one in each column.).

	In this School	**In this school plus other schools**
a. 0-2	$\underset{20}{\_\_\_}$	$\underset{21}{\_\_\_}$
b. 3-5	$\underset{22}{\_\_\_}$	$\underset{23}{\_\_\_}$
c. 6-10	$\underset{24}{\_\_\_}$	$\underset{25}{\_\_\_}$
d. 11 or more	$\underset{26}{\_\_\_}$	$\underset{27}{\_\_\_}$

4. How much time have you spent during this school year participating in activities related to curriculum development in your school (e.g., attending workshops, attending local school meetings on curriculum development, etc.) in the areas listed below? (Mark one in each column.)

	Reading	Math
a. None	____ 28	____ 29
b. 1-5 hours this year	____ 30	____ 31
c. 6-10 hours this year	____ 32	____ 33
d. 11-15 hours this year	____ 34	____ 35
e. 16-20 hours this year	____ 36	____ 37
f. More than 20 hours this year	____ 38	____ 39

5. In this past school year, how much time have you devoted to needs assessment, program planning, and program evaluation in your school for your math and reading activities? (Mark one in each column.)

	Reading	Math
a. none	____ 40	____ 41
b. 1-5 hours this year	____ 42	____ 43
c. 6-10 hours this year	____ 44	____ 45
d. 11-15 hours this year	____ 46	____ 47
e. 16-20 hours this year	____ 48	____ 49
f. 21 or more hours this year	____ 50	____ 51

79:11
DUP 1-4

6. For the following areas, indicate how much staff development training (sponsored by the school, district, region, or state) you have received within the last three years. Include only formal courses or workshops. (Mark one column for each area.)

	None	1-3 hours	4-6 hours	7-10 hours	More than 10 hours	Only training was more than 3 years ago
a. Curriculum and instruction for low-achieving students*	5	6	7	8	9	10
b. Leadership techniques	11	12	13	14	15	16
c. School-community relations	17	18	19	20	21	22
d. Needs assessment procedures	23	24	25	26	27	28
e. Program planning procedures	29	30	31	32	33	34
f. Program monitoring and evaluation procedures	35	35	37	38	39	40

*For this study, low-achieving students are students who are achieving one year or more below grade level. The category "low-achieving students" does not include educable or trainable mentally retarded.

7. On the average, how many students are seen by the administrative staff, including yourself, during a week, for disciplinary purposes? (Mark one column for each reason.)

	None	1-5	6-10	11-20	More than 20
a. Physical fights with teachers	41	42	43	44	45
b. Vandalism or theft on school property	46	47	48	49	50
c. Truancy or chronic tardiness	51	52	53	54	55
d. Talking back	56	57	58	59	60
e. Physical fights with students	61	62	63	64	65
f. Disruption in classroom or other school areas	66	67	68	69	70
g. Loss of materials (pencils, texts, etc.)	71	72	73	74	75

8. Mark all the methods that your school used last year for soliciting parental input into decisions concerning your school's curriculum, i.e., subject content, sequence of objectives, and materials.

- a. ___ 5 A formal survey of parental opinion was used.
- b. ___ 6 Parents served on a steering or advisory committee which had a formally recognized vote on curriculum decisions.
- c. ___ 7 Parents were consulted informally.
- d. ___ 8 Parental volunteers, aides or teaching assistants had a formally recognized vote on curriculum decisions.
- e. ___ 9 I held individual conferences with concerned parents.
- f. ___ 10 Parents were consulted during Open House.

9. Below are listed a number of areas of interest to schools, and ways in which decisions are made. For each area, indicate the one way that decisions concerning that area actually are made in your school. (Mark one column for each decision area.)

	Administrators decide with no input* from teachers	Administrators decide after informal suggestions from teachers	Administrators decide after systematically getting input from teachers	Administrators and teachers jointly decide	Teachers decide with no input from administrators
a. Assignment of students to classes	___ 11	___ 12	___ 13	___ 14	___ 15
b. Development of student grading procedures	___ 16	___ 17	___ 18	___ 19	___ 20
c. Assignment of teachers to classes	___ 21	___ 22	___ 23	___ 24	___ 25
d. Selection of basic instructional materials	___ 26	___ 27	___ 28	___ 29	___ 30
e. Planning of course content	___ 31	___ 32	___ 33	___ 34	___ 35
f. Promotion of school/community interaction	___ 36	___ 37	___ 38	___ 39	___ 40

* Suggestions and recommendations

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10. In which of the areas listed below is teacher participation very important, important, or unimportant? (Mark one column for each decision area.)

	Very Important	Important	Unimportant
a. Assignment of students to classes	___ 41	___ 42	___ 43
b. Development of student grading procedures	___ 44	___ 45	___ 46
c. Assignment of teachers to classes	___ 47	___ 48	___ 49
d. Selection of basic instructional materials	___ 50	___ 51	___ 52
e. Planning of course content	___ 53	___ 54	___ 55
f. Promotion of school/community interaction	___ 56	___ 57	___ 58

79:13
DUP 1-4

11. For each of the statements below concerning this school, indicate your general feelings. (Mark one column for each statement.)

	Strongly agree	Agree	Disagree	Strongly disagree
a. The school's programs are well-planned and clear.	___ 5	___ 6	___ 7	___ 8
b. The school's programs are successful in meeting students' needs.	___ 9	___ 10	___ 11	___ 12
c. I provide active leadership to the school's reading and mathematics programs.	___ 13	___ 14	___ 15	___ 16
d. Teachers in this school conduct effective instruction.	___ 17	___ 18	___ 19	___ 20
e. Teachers in this school work well together.	___ 21	___ 22	___ 23	___ 24
f. This school is a satisfying place in which to work.	___ 25	___ 26	___ 27	___ 28
g. Staff development training provided to teachers is adequate.	___ 29	___ 30	___ 31	___ 32
h. Teachers have sufficient resources to carry out effective instruction.	___ 33	___ 34	___ 35	___ 36
i. Administrators keep teachers well-informed.	___ 37	___ 38	___ 39	___ 40
j. Conflicts among individuals are identified and faced, and not allowed to fester.	___ 41	___ 42	___ 43	___ 44

12. Which of these statements comes closest to expressing your philosophy? (Mark one.)

a. ___ (45) Most children learn best when lessons are specific, presented to the child in small steps, and with a well-planned sequence worked out in advance. With this in mind, teachers should carefully structure the lessons and experiences of their students.

b. ___ (46) Most children learn best by discovering things for themselves. Too much structure hinders their natural desire to discover, learn, and explore. Teachers should help students, not give them pre-digested materials.

13. About how frequently do you or your assistant observe classroom instruction for regular and low-achieving students for a period of 10 minutes or more? (Mark one in each column.)

	Regular students	Low-achieving students
a. Do not observe or do not have this type of student	___ 47	___ 48
b. Once a semester	___ 49	___ 50
c. Once a month	___ 51	___ 52
d. Once a week	___ 53	___ 54
e. More than once a week	___ 55	___ 56
f. Daily	___ 57	___ 58

14. How would you describe the contacts among different racial/ethnic groups of pupils in your school? (Mark one.)

a. ___ (59) Groups stay separate.

b. ___ (60) Formal relationships, but no intergroup friendships

c. ___ (61) A few intergroup friendships

d. ___ (62) Many intergroup friendships

e. ___ (63) Not applicable because all or most students are of the same group.

79:14
DUP 1-4

15. To what extent do you believe the following are effective in raising the achievement of low-achieving students? (Mark one column for each group.)

	Effective	Moderately effective	Generally ineffective
a. Retraining teachers to teach low-achieving students	___ 5	___ 6	___ 7
b. Mixing students of different achievement levels in classes	___ 8	___ 9	___ 10
c. Having small classes (10 or fewer students)	___ 11	___ 12	___ 13
d. Increasing the number of remedial reading and math support personnel	___ 14	___ 15	___ 16
e. Increasing numbers of counseling and psychotherapy personnel	___ 17	___ 18	___ 19
f. Starting remedial education at the preschool level	___ 20	___ 21	___ 22
g. Extensive use of cross-age tutoring	___ 23	___ 24	___ 25
h. Parent involvement in classroom activities	___ 26	___ 27	___ 28

16. Compared to other schools with which you are familiar, is there much vandalism in this school and on the school grounds? (Mark one.)

a. ___ 29 A great deal of vandalism

b. ___ 30 An average amount of vandalism

c. ___ 31 Less vandalism than in other schools

d. ___ 32 No vandalism at this school

17. Compared to other schools with which you are familiar, is there much physical violence in this school (e.g., fights among students, attacks on teachers, etc.)? (Mark one.)

a. ___ 33 More than in other schools

b. ___ 34 About the same as in other schools

c. ___ 35 Less than in other schools

d. ___ 36 No violence in this school

18. What are the relations among teachers of different racial or ethnic groups in your teacher lounge and cafeteria? (Mark one.)

a. $\underset{37}{\_\_\_}$ Teachers mix freely.

b. $\underset{38}{\_\_\_}$ Each race or ethnic group tends to stay separate.

c. $\underset{39}{\_\_\_}$ There is a small amount of mixing among racial or ethnic groups.

d. $\underset{40}{\_\_\_}$ Not applicable because all or most teachers are of the same group.

19. What is your employment status in this school system? (Mark one.)

a. $\underset{41}{\_\_\_}$ Full-time principal

b. $\underset{42}{\_\_\_}$ Part-time principal, part-time teacher or other school-system staff

c. $\underset{43}{\_\_\_}$ Part-time principal, part-time superintendent

20. What is your expected contract salary from this school system this year? Do not include supplements for extra services. (Mark one.)

a. $\underset{44}{\_\_\_}$ Less than $9,000

b. $\underset{46}{\_\_\_}$ $9,000-11,999

c. $\underset{48}{\_\_\_}$ $12,000-14,999

d. $\underset{50}{\_\_\_}$ $15,000-17,999

e. $\underset{52}{\_\_\_}$ $18,000-20,999

f. $\underset{45}{\_\_\_}$ $21,000-23,999

g. $\underset{47}{\_\_\_}$ $24,000-26,999

h. $\underset{49}{\_\_\_}$ $27,000-29,999

i. $\underset{51}{\_\_\_}$ $30,000 or more

21. What is your expected supplementary income from this school system this year? Include pay for extra services, summer school, etc. (Mark one.)

a. $\underset{53}{\_\_\_}$ None

b. $\underset{55}{\_\_\_}$ $1-199

c. $\underset{57}{\_\_\_}$ $200-399

d. $\underset{59}{\_\_\_}$ $400-599

e. $\underset{61}{\_\_\_}$ $600-799

f. $\underset{63}{\_\_\_}$ $800-999

g. $\underset{54}{\_\_\_}$ $1,000-1,199

h. $\underset{56}{\_\_\_}$ $1,200-1,399

j. $\underset{58}{\_\_\_}$ $1,400-1,599

j. $\underset{60}{\_\_\_}$ $1,600-1,799

k. $\underset{62}{\_\_\_}$ $1,800-1,999

l. $\underset{64}{\_\_\_}$ $2,000 or more

79:15

Please check to see that all items have been answered. Then mail the Questionnaire to SDC at your earliest opportunity.

THANK YOU FOR YOUR COOPERATION.

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O.M.B. No. 51-R-1201

School I.D. ______
2-4

Principal Questionnaire

SECTION B. SCHOOL CHARACTERISTICS

Please answer the following questions about yourself and your school. All answers will be treated in accordance with new federal privacy acts.

To guarantee privacy of information, results of this survey will not be reported in a form identifiable with any person, school, or district.

After you have completed this questionnaire, please check to see that all items have been answered. Then mail the questionnaire to SDC in the envelope provided.

This study is authorized by law (Section 151 of Title I, ESEA, as amended by Section 101 (a) of P.L. 93-380). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely.

THANK YOU FOR YOUR COOPERATION.

1. Indicate the facilities your school has. (Mark all facilities found in your school, regardless of whether each facility is in a separate location.)

   a. ___ 5 A centralized school library (i.e., a facility with a collection of reading materials available for use by students from several classrooms).

   b. ___ 6 School reading resource center (i.e., a facility with a variety of A-V equipment and other reading instructional materials available for use by students from several classrooms).

   c. ___ 7 School mathematics resource center (i.e., a facility with a variety of A-V equipment and other mathematics instructional materials available for use by students from several classrooms).

2. How many hours of instruction (the school day minus the lunch period, recess, etc.) do students at each grade level receive in a typical school day? Enter the number of hours (0 thru 7) for each grade. Enter "0" if your school does not have that grade. Enter 7 for 7 or more hours.

	Hours
a. Kindergarden	___ 8
b. Grade 1	___ 9
c. Grade 2	___ 10
d. Grade 3	___ 11
e. Grade 4	___ 12
f. Grade 5	___ 13
g. Grade 6	___ 14
h. Grade 7	___ 15
i. Grade 8	___ 16
j. Grade 9	___ 17

3. For how many days is school in session during this year? (Mark one.)

   a. ___ 18 Less than 160 days
   b. ___ 19 160-165 days
   c. ___ 20 166-170 days
   d. ___ 21 171-175 days
   e. ___ 22 176-180 days
   f. ___ 23 181-185 days
   g. ___ 24 186-190 days
   h. ___ 25 191 days or more

79:20
DUP 1-4

4. Approximately what percentage of your students in each grade are repeating the grade they were in last year? (Mark one column for each grade. Mark "0%" if it is a policy of your school to promote all students.)

	0%	1-2%	3-5%	6-10%	11-15%	16-20%	21-25%	26% or more
a. Grade 1	___ 5	___ 6	___ 7	___ 8	___ 9	___ 10	___ 11	___ 12
b. Grade 2	___ 13	___ 14	___ 15	___ 16	___ 17	___ 18	___ 19	___ 20
c. Grade 3	___ 21	___ 22	___ 23	___ 24	___ 25	___ 26	___ 27	___ 28
d. Grade 4	___ 29	___ 30	___ 31	___ 32	___ 33	___ 34	___ 35	___ 36
e. Grade 5	___ 37	___ 38	___ 39	___ 40	___ 41	___ 42	___ 43	___ 44
f. Grade 6	___ 45	___ 46	___ 47	___ 48	___ 49	___ 50	___ 51	___ 52
g. Grade 7	___ 53	___ 54	___ 55	___ 56	___ 57	___ 58	___ 59	___ 60
h. Grade 8	___ 61	___ 62	___ 63	___ 64	___ 65	___ 66	___ 67	___ 68
i. Grade 9	___ 69	___ 70	___ 71	___ 72	___ 73	___ 74	___ 75	___ 76

79:21
DUP 1-4

5. Most schools require a student to be six years old, or almost six, when entering first grade. By which month of the year must a student be six years old to enter your first grade in the fall? (Mark one.)

a. Mark here if you don't have this requirement. ___ 5

b. Mark here if you don't have a first grade. ___ 6

c. ___ 7 August

d. ___ 9 September

e. ___ 11 October

f. ___ 13 November

g. ___ 15 December

h. ___ 8 January

i. ___ 10 February

j. ___ 12 March

k. ___ 14 April

6. Does your school have half-day sessions this year for any of the grades listed below? (Mark all that apply.)

a. ___ 16 No half-day sessions in school

b. ___ 17 Kindergarten

c. ___ 18 1st grade

d. ___ 19 2nd grade

e. ___ 20 3rd grade

f. ___ 21 4th grade

g. ___ 22 5th grade

h. ___ 23 6th grade

7. Which of the following statements best describes the teacher assignment practice most often followed in this school system? (Mark one.)

a. ___ 24 A teacher is hired to teach in a specific school.
b. ___ 25 A teacher is hired by the school system and given a choice of where to teach.
c. ___ 26 A teacher is hired by the school system and assigned to a school without regard to personal choice.
d. ___ 27 Assignment is based on both personal choice and school needs.

8. Indicate which of the following practices are used extensively in your school. (Mark all that apply.)

a. ___ 28 Mixing students of different achievement levels in classes
b. ___ 29 Assigning students to classes on the basis of achievement
c. ___ 30 Using ungraded classes
d. ___ 31 Flexible scheduling of classes
e. ___ 32 Mixing grades within classes

9. On what basis are pupils placed in classes in the regular instructional program? Mark all placement procedures that apply. (This question does not refer to promotion, but to placement in a specific class within a grade.)

a. ___ 33 Performance on instructional objectives
b. ___ 34 Scores on standardized tests of achievement or intelligence
c. ___ 35 Special needs (e.g., psychological or emotional problems, handicapped, language impediments)
d. ___ 36 Teacher judgment of pupil's needs
e. ___ 37 Alphabetical
f. ___ 38 Classes kept more or less intact over the years
g. ___ 39 Random assignment
h. ___ 40 Student request
i. ___ 41 Parent request

10. What percent of the total student body moved from the school attendance area during this school year? (Mark one.)

a. ___ 42 0-5%
b. ___ 43 6-10%
c. ___ 44 11-25%
d. ___ 45 26-50%
e. ___ 46 51% or more

11. What percent of the total student body moved into the school attendance area during this school year? (Mark one.)

a. ___ 47 0-5%
b. ___ 48 6-10%
c. ___ 49 11-25%
d. ___ 50 26-50%
e. ___ 51 51% or more

12. Indicate the parties that are included in the decision-making for each of the following areas. (Mark all that apply.)

	Individual teachers	School staff as a whole	You	District Staff	Parents	Students
a. Course content	___ 52	___ 53	___ 54	___ 55	___ 56	___ 57
b. Budgeting of resources for classes	___ 58	___ 59	___ 60	___ 61	___ 62	___ 63
c. Hiring and firing of teachers	___ 64	___ 65	___ 66	___ 67	___ 68	___ 69
d. Texts and materials used in class	___ 70	___ 71	___ 72	___ 73	___ 74	___ 75

79:22
DUP 1-4

13. How many of your students' families are represented at a typical meeting of your parent-teacher association or organization? (Mark one.)

a. ___ 5 Almost all of them
b. ___ 6 Over half
c. ___ 7 About half
d. ___ 8 Less than half
e. ___ 9 Only a few
f. ___ 10 We have no parent-teacher organization

14. How does your school officially report student progress to parents? (Mark all that apply.)

a. ___ 11 Report cards
b. ___ 12 Parent-teacher conferences
c. ___ 13 Written summary of progress (without grades or scores)
d. ___ 14 Telephone contacts

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15. What does your school do, three or more times a year, to promote parent involvement? (Mark all that apply.)

a. ___ 15 Publish a newsletter
b. ___ 16 Provide evening times for parent conferences
c. ___ 17 Use school for adult education classes, community meetings
d. ___ 18 Provide means for parents to participate in planning and decision-making
e. ___ 19 Hold faculty-parent social functions
f. ___ 20 Recruit and use parent volunteers
g. ___ 21 Staff members visit parents at home and/or telephone parents
h. ___ 22 None of the above

16. What percentage of your paid clerical or technical-staff positions (para-professional) are filled by parents of children who attend this school? (Mark one. If you have no paid aides or technical staff, mark "0%".)

a. ___ 23 0%
b. ___ 25 1-10%
c. ___ 27 11-20%
d. ___ 29 21-30%
e. ___ 31 31-40%
f. ___ 33 41-50%
g. ___ 24 51-60%
h. ___ 26 61-70%
i. ___ 28 71-80%
j. ___ 30 81-90%
k. ___ 32 91-100%

17. What procedures must parents follow to visit a classroom? (Mark one.)

a. ___ 34 Parents may go directly to a classroom without checking in at office.
b. ___ 35 Parents go to office first and sign in; approval is automatic.
c. ___ 36 Parents go to office first and obtain approval to visit the class.
d. ___ 37 Parents must obtain approval a day or more in advance.

18. Who participates in orienting parents to the school's programs, assists with parent organization meetings, and identifies areas where parent services are needed? (Mark all that apply.)

	Orienting parents	Assisting meetings	Identifying services
a. The principal or other administrator	___ 38	___ 39	___ 40
b. A school employee responsible for parent involvement	___ 41	___ 42	___ 43
c. Classroom teachers	___ 44	___ 45	___ 46
d. Parents	___ 47	___ 48	___ 49
e. Other staff	___ 50	___ 51	___ 52

19. What procedures are used to secure parent suggestions or complaints? (Mark all that apply.)

a. ___ 53 Meetings of parent advisory organization

b. ___ 54 Meetings of parent-teacher association

c. ___ 55 Contact with the school's administrative staff

d. ___ 56 We have no established procedures

20. How many times per year do you meet with parent groups? (Mark one.)

a. ___ 57 Twice or more a month

b. ___ 58 About once a month

c. ___ 59 Two to four times a year

d. ___ 60 About once a year

e. ___ 61 Only for emergencies

21. What percent of your total student enrollment is bussed to school? (Mark one.)

a. ___ 62 0%

b. ___ 63 1-25%

c. ___ 64 26-50%

d. ___ 65 51-75%

e. ___ 66 76-100%

22. Of those students who are bussed to school, indicate the percentage bussed for each reason below.

a. ___ 67 No students are bussed to school. (Omit remainder of this item.)

79:23
DUP 1-4

	0%	**1-10%**	**11-20%**	**21-50%**	**Over 50%**
b. To transport students who live too far to walk to school	___ 5	___ 6	___ 7	___ 8	___ 9
c. To transport handicapped students	___ 10	___ 11	___ 12	___ 13	___ 14
d. To relieve overcrowding in another school	___ 15	___ 16	___ 17	___ 18	___ 19
e. To promote racial/ethnic balance	___ 20	___ 21	___ 22	___ 23	___ 24
f. To handle students whose schools have recently closed	___ 25	___ 26	___ 27	___ 28	___ 29

23. How often do the following groups meet? (Mark one column for each group.)

	1-2 Times a semester	**Monthly**	**More often than monthly**	**Not applicable**
a. Federal and/or state mandated school advisory council (composed of staff and community members)	___ 30	___ 31	___ 32	___ 33
b. Nonmandated school advisory committee	___ 34	___ 35	___ 36	___ 37
c. Parent-teacher association	___ 38	___ 39	___ 40	___ 41
d. Voluntary school committee for planning and decision-making	___ 42	___ 43	___ 44	___ 45
e. Faculty association/faculty senate.	___ 46	___ 47	___ 48	___ 49

24. About what percentage of your school's teachers and paid aides or paid teaching assistants received inservice training in activities associated with teaching reading during last summer and this school year? (Mark one column each for teachers, paid aides, and paid teaching assistants.)

	0%	**1-20%**	**21-40%**	**41-60%**	**61-80%**	**81-100%**
a. Teachers	___ 50	___ 51	___ 52	___ 53	___ 54	___ 55
b. Paid aides	___ 56	___ 57	___ 58	___ 59	___ 60	___ 61
c. Paid teaching assistants	___ 62	___ 63	___ 64	___ 65	___ 66	___ 67

79:24
DUP 1-4

25. For the teachers and aides who received training in activities associated with teaching reading, about how many hours of training did the typical teacher or aide receive? (Mark one column each for teachers, paid aides, and paid teaching assistants.)

	0	1-10	11-20	21-30	31-50	51-75	76-100	More than 100
a. Teachers	5	6	7	8	9	10	11	12
b. Paid aides	13	14	15	16	17	18	19	20
c. Paid teaching assistants	21	22	23	24	25	26	27	28

26. About what percentage of your school's teachers and paid aides or paid teaching assistants received inservice training in activities associated with teaching mathematics during last summer and this school year? (Mark one column each for teachers, paid aides, and paid teaching assistants.)

	0%	1-20%	21-40%	41-60%	61-80%	81-100%
a. Teachers	29	30	31	32	33	34
b. Paid aides	35	36	37	38	39	40
c. Paid teaching assistants	41	42	43	44	45	46

27. For the teachers and aides who received training in activities associated with teaching mathematics, about how many hours of training did the typical teacher or aide receive? (Mark one column each for teachers, paid aides, and paid teaching assistants.)

	0	1-10	11-20	21-30	31-50	51-75	76-100	More than 100
a. Teachers	47	48	49	50	51	52	53	54
b. Paid aides	55	56	57	58	59	60	61	62
c. Paid teaching assistants	63	64	65	66	67	68	69	70

79:25
DUP 1-4

28. Indicate the frequency with which the following staff development activities occur. (Mark one column for each activity.)

	Never	Once or twice a year	Several times a year	About once a month	More often
a. Groups discussions	5	6	7	8	9
b. Staff inservice workshops	10	11	12	13	14
c. Seminars, lectures, guest speakers, etc.	15	16	17	18	19
d. Field trips	20	21	22	23	24
e. Sensitivity training sessions	25	26	27	28	29

29. What is the usual method in your school for compensating teachers and aides for attending inservice training? (Mark one.)

	Teachers	**Aides**
a. Staff are released from regular assignment.	___ 30	___ 31
b. Staff attend on own time and are paid to attend.	___ 32	___ 33
c. Staff attend on own time and are not paid for attendance.	___ 34	___ 35
d. Have no inservice training programs.	___ 36	___ 37

30. What types of funding is your school receiving this year for compensatory education services? (Consider as compensatory those services provided to low-achieving students* that are in addition to, or different from, regular services.) (Mark all that apply.)

a. ___ 38 ESEA Title I

b. ___ 39 Other federal funds for compensatory services

c. ___ 40 State funds for compensatory services

d. ___ 41 District funds for compensatory services

e. ___ 42 No special funds for compensatory services

*For this study, low-achieving students are students who are achieving one year or more below grade level. Do not include educable or trainable mentally retarded.

31. How do students designated to receive compensatory services receive instruction in reading and mathematics? (Mark all that apply.)

a. ___ 43 No compensatory designated students in this school

b. ___ 44 As part of an entire class that receives the same instruction

c. ___ 45 They are "pulled out" of regular classes for special instruction

d. ___ 46 Aides work with these students within the regular classroom.

e. ___ 47 Compensatory or special teachers work with these students within the regular classroom.

f. ___ 48 The regular classroom teacher works with these students, while aides work with the other students within the regular classroom.

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32. What is the basis for determining pupil participation in compensatory program? (Mark all that apply.)

a. ____ 49 All students in the school participate

b. ____ 50 Membership in one or more specific target groups (i.e., economically disadvantaged, children of migratory families, non-English speaking)

c. ____ 51 Depressed reading or mathematics levels (as indicated by test results)

d. ____ 52 Teacher (or other staff) recommendation

e. ____ 53 Parent request

f. ____ 54 Volunteer

g. ____ 55 No compensatory programs in this school

33. What is the most frequent basis for assignment or selection of personnel to teach in compensatory program? (Mark one.)

a. ____ 56 Stated teacher preference

b. ____ 57 Specialized training

c. ____ 58 Previous teaching experience

d. ____ 59 Assignment of personnel by district

e. ____ 60 Specified by funding source

f. ____ 61 Same ethnic or linguistic background as students

g. ____ 62 No compensatory programs in this school

79:26
DUP 1-4

34. Write in the number of full-time and part-time (or regularly visiting) staff members in each of the categories on this list who are currently working at this school.

	Number full-time	Part-time or regularly visiting		
		Number	Hrs/week	
a. Special reading teacher	5-6	7-8	9-10	
b. Special mathematics teacher	11-12	13-14	15-16	
c. Music or art teacher	17-18	19-20	21-22	
d. Drama or speech teacher	23-24	25-26	27-28	
e. Physical education teacher	29-30	31-32	33-34	
f. Reading or math curriculum specialist	35-36	37-38	39-40	
g. Counselor aide	41-42	43-44	45-46	
h. Guidance counselor	47-48	49-50	51-52	
i. Psychologist	53-54	55-56	57-58	
j. Social worker	59-60	61-62	63-64	
k. Speech therapist	65-66	67-68	69-70	
l. Teaching assistant (paid)	71-72	73-74	75-76	79:27 DUP 1-4
m. Teaching aide (paid)	5-6	7-8	9-10	
n. Library aide or clerk (paid)	11-12	13-14	15-16	
o. Librarian	17-18	19-20	21-22	
p. Nurse	23-24	25-26	27-28	
q. Audio-visual specialist	29-30	31-32	33-34	
r. Truant officer/home visitor	35-36	37-38	39-40	
s. Community relations specialist	41-42	43-44	45-46	
t. Project director	47-48	49-50	51-52	
u. Administrator not listed above (e.g., principal, assistant principal)	53-54	55-56	57-58	79:28 DUP 1-4

35. Indicate the number of staff members who belong to the racial or ethnic groups listed below. This information can be obtained from your Office of Civil Rights reports. (Mark one column.)

	Teachers	Administrators	Instructional support*	Clerks or secretaries	Aides
a. American Indian or Alaskan Native	___ 5	___ 6	___ 7	___ 8	___ 9
b. Asian or Pacific Islander	___ 10	___ 11	___ 12	___ 13	___ 14
c. Black/Negro, not of Hispanic origin	___ 15	___ 16	___ 17	___ 18	___ 19
d. Caucasian/White, not of Hispanic origin	___ 20	___ 21	___ 22	___ 23	___ 24
e. Hispanic	___ 25	___ 26	___ 27	___ 28	___ 29

79:29

*Counselor, psychologist, speech therapist, librarian, etc.

Please check to see that all items have been answered. Then mail the Questionnaire to SDC at your earliest opportunity.

THANK YOU FOR YOUR COOPERATION.

OMB No. 51-R-1201

School ID ________
1-4

Principal Questionnaire

(Section B····Abridged) SUMMER

Please answer the following questions about your school. All answers will be treated in accordance with new federal privacy acts.

To guarantee privacy of information, the results of this survey will not be reported in a form identifiable with any person, school or district.

After you have completed this questionnaire, please check to see that all items have been answered. Then return the questionnaire to the Summer Coordinator.

This study is authorized by law (Section 151 of Title I, ESEA, as amended by Section 101(a) 8 of P.L. 93-380). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely.

Thank you for your cooperation.

1. What is the enrollment by grade level at your summer school this summer?

Grade	Number of Students
1	5-7
2	8-10
3	11-13
4	14-16
5	17-19
6	20-22

2. How many school days are in the summer session this summer?

_______ days
23-24

3. How many hours of instruction (the summer school day minus recess, etc.) do students at each grade level receive in a typical summer school day? Enter the number of hours (0 through 5) for each grade. Enter "0" if your summer school does not have that grade. Enter "5" for 5 or more hours.

Grade	Hours
1	25
2	26
3	27
4	28
5	29
6	30

4. In your summer school, is there a coordinated, schoolwide instructional program (content, sequence of objectives, materials) for reading and mathematcis? (Mark one for each column.)

	Reading	Mathematics
Yes	31	32
No	33	34

5. Indicate which of the following practices are used extensively in your summer school. (Mark all that apply.)

____ Mixing students of different achievement levels in classes.
____ Assigning students to classes on the basis of achievement.
____ Using ungraded classes.
____ Flexible scheduling of classes.
____ Mixing grades within classes.

6. Which of the following enrollment restrictions apply for students receiving remedial reading and/or remedial mathematics instruction in summer school? (Mark all that apply.)

☐ Do not provide remedial instruction.

____ There are no enrollment restrictions.
____ Students must be recommended by a teacher.
____ Students must be one or more years below grade level in achievement.
____ Students must be members of a target group (e.g., economically disadvantaged, English as second language).
____ Students must pay a tuition fee.

7. Which of the following enrollment restrictions apply for students receiving regular (non-remedial) or enriched reading and/or mathematics instruction in summer school? (Mark all that apply.)

☐ Do not provide regular or enriched instruction.

____ There are no enrollment restrictions.
____ Students must be recommended by a teacher.
____ Students must be at a specified grade level in achievement.
____ Students must pay a tuition fee.

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8. What types of funding is your summer school receiving this year for compensatory education services? (Consider as compensatory those services provided to low-achieving students[*] that are in addition to, or different from, regular services.) (Mark all that apply.)

___ 51 ESEA Title I
___ 52 Other federal funds for compensatory services.
___ 53 State funds for compensatory services.
___ 54 District funds for compensatory services.
___ 55 No special funds for compensatory services.

9. Indicate the facilities your summer school has available. (Mark all facilities found in your school, regardless of whether each facility is in a separate location.)

___ 56 A centralized school library (i.e., a facility with a collection of reading materials available for use by summer school students from several classrooms).

___ 57 School reading resource center (i.e., a facility with a variety of A-V equipment and other reading instructional materials available for use by summer school students from several classrooms).

___ 58 School mathematics resource center (i.e., a facility with a variety of A-V equipment and other mathematics instructional materials available for use by summer school students from several classrooms).

79:11
Dup 1-4

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[*] For this study, low-achieving students are students who are achieving one year or more below grade level. Do not include educable or trainable mentally retarded.

10. Write in the number of full-time and part-time (or regularly visiting) staff members in each of the categories on this list who are currently working in your summer school.

	Number full-time	Part-time or regularly visiting		
		Number	Hrs./week	
a. Special reading teacher	5-6	7-8	9-10	
b. Special mathematics teacher	11-12	13-14	15-16	
c. Music or art teacher	17-18	19-20	21-22	
d. Drama or speech teacher	23-24	25-26	27-28	
e. Physical education teacher	29-30	31-32	33-34	
f. Reading or math curriculum specialist	35-36	37-38	39-40	
g. Counselor aide	40-41	42-43	44-45	
h. Guidance counselor	46-47	48-49	50-51	
i. Psychologist	52-53	54-55	56-57	
j. Social worker	58-59	60-61	62-63	
k. Speech therapist	63-64	65-66	67-68	
l. Teaching assistant (paid)	69-70	71-72	73-74	79:12 Dup 1-4
m. Teaching aide (paid)	5-6	7-8	9-10	
n. Library aide or clerk (paid)	11-12	13-14	15-16	
o. Librarian	17-18	19-20	21-22	
p. Nurse	23-24	25-26	27-28	
q. Audio-visual specialist	29-30	31-32	33-34	
r. Truant officer/home visitor	35-36	37-38	39-40	
s. Community relations specialist	41-42	43-44	45-46	
t. Project director	47-48	49-50	51-52	
u. Administrator not listed above (e.g., principal, assistant principal)	53-54	55-56	57-58	79:13

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RMC Research Corporation
12011 San Vicente Blvd.
Los Angeles, California 90049

REGULAR SCHOOL PRINCIPAL TELEPHONE INTERVIEW PROTOCOL

Phone No. ______________________________

Regular School's Name ______________________________

Address ______________________________

____

Attempts to contact

	Date	Time	Results-Comments
1.			
2.			
3.			
4.			

Interviewer's Name ______________________________

1. Do you feel that you have the time now or should I call back at a more convenient time?	NOW IS FINE (SKIP TO Q. 3)... 1 CALL BACK (ASK Q. 2).......... 2

IF "CALL BACK" TO Q. 2 ASK:

2. What would be a more convient date and time?	DATE ____________________ TIME (LOCAL) ____________

(END INTERVIEW) Thank you very much and I'll look forward to talking to you then.

I am interested in the opportunities available in your school district for your students in the form of summer school programs. Specifically, I am interested in programs that involve some reading and/or mathematics. In addition, I'm primarily interested in programs for children in grades 1-6.

3. Will there be a program in your school this summer serving any of grades 1-6 and having some reading and/or mathematics? (FOR THE PURPOSES OF THIS SURVEY, A STUDENT'S GRADE LEVEL IS THE ONE HE IS ENTERING IN THE FALL.)	YES (SKIP TO Q. 5)............ 1 NO (SKIP TO Q. 10)............ 2 PENDING (ASK Q. 4)............ 3

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IF "PENDING" TO Q. 3 ASK:

4. When do you think a decision will be reached? PROVIDE EXPLANATION IF NECESSARY. ____________________
____
____

(SKIP TO Q. 10)

5. When will the program start? Month __________ Day ______

6. When will it end? Month __________ Day ______

7. How many students in grades 1-6 in your school do you estimate will be participating in this summer school program? __________

Since much of the information that I need will not be available until later this summer, I will be interested in getting additional information then about this program.

8. Will the summer school principal (or head teacher, if the principal administers more than one location) be available at this number later this summer?

YES (SKIP TO Q. 10)......... 1
NO (ASK Q. 9)............... 2

IF "NO" TO Q. 8 ASK:

9. At what number can I reach you/this person this summer?

AREA CODE __________
NUMBER ____________________

10. Will there be a program in another school this summer that some of your students will be attending that serves any of grades 1-6 and has some reading and/or mathematics?

YES (SKIP TO Q. 12)......... 1
NO (SKIP TO Q. 18).......... 2
PENDING (ASK Q. 11)......... 3

IF "PENDING" TO Q. 10 ASK:

11. When do you think a decision will be reached? (PROVIDE EXPLANATION IF NECESSARY.) ______________________________
____
____

(SKIP TO Q. 18)

12. Where will this summer school be held? (NAME OF SCHOOL OR LOCATION) ______________________________
____

13. What is its address? ______________________________
No. & Street
____
City State Zip

14. When will the program start? Month __________ Day ______

15. When will it end? Month __________ Day ______

16. How many students in grades 1-6 from your school do you estimate will be participating in this summer school program?

Since much of the information that I need will not be available until later this summer, I will be interested in getting additional information then about this program.

17. At what number can I reach the summer school principal (or head teacher if the principal administers more than one location) this summer?

AREA CODE ____________
NUMBER ______________________

18. Is there any other program that we haven't discussed that is available to your students serving any of grades 1-6 and having some reading and/or mathematics?

YES (SKIP TO Q. 20)......... 1
NO (SKIP TO Q. 26).......... 2
PENDING (ASK Q. 19)......... 3

IF "PENDING" TO Q. 18 ASK:

19. When do you think a decision will be reached? (PROVIDE EXPLANATION IF NECESSARY.)

____
____
____

(SKIP TO Q. 26)

20. Where will this summer school program be held? (NAME OF SCHOOL OR LOCATION)

____
____

21. What is its address?

____
No. & Street

____
City State Zip

22. When will the program start? Month ____________ Day _______

23. When will it end? Month ____________ Day ________

24. How many students in grades 1-6 from your school do you estimate will be participating in this summer school program? ___________

Since much of the information that I need will not be available until later this summer, I will be interested in getting additional information then about this program.

25. At what number can I reach the summer school principal (or head teacher if the principal administers more than one location) this summer?

AREA CODE __________

NUMBER ______________________

IF "NO" TO Q. 3, 10, AND Q. 18 ASK:

26. Is it likely there will be a summer school program available next year to your students in any of grades 1-6 involving some reading and/or mathematics?	YES (ASK Q. 27)	1
	NO (END INTERVIEW)	2

Generally, I am interested in the types of records your school maintains about your students' participation in summer school.

27. Is the fact that a student went to summer school noted in his permanent record?	YES	1
	NO	2

28. Does your school have a list of your students who attended summer school?	YES .... 1 NO 2
29. Are there any other records which your school may have that give you information about your students' participation in summer school programs? (For example, enrollment forms, class lists, or attendance rosters)	YES (ASK Q. 30)............. 1 NO (END INTERVIEW).......... 2

IF "YES" TO Q. 29 ASK:

30. Please describe these records and the information they contain.) ______________________________
____
____

This concludes the questions I had for you. Thank you very much for your time and cooperation; it is much appreciated.

RMC Research Corporation
12011 San Vicente Blvd.
Los Angeles, California 90049

SUMMER SCHOOL PRINCIPAL
TELEPHONE INTERVIEW PROTOCOL

Phone No. ______________________________

Name of School
(or location) ______________________________

Address ______________________________

____

Regular School ______________________________

Attempts to contact

	Date	Time	Results-Comments
1.			
2.			
3.			
4.			

Interviewer's Name ____________________

OMB # ____________ Time started ________

Expires ____________ Time ended ________

SUMMER SCHOOL STUDY
COST AND TECHNICAL FEASIBILITY SURVEY

Hello, I'm ______________________________ of RMC Research. I am calling in connection with the Study of the Sustaining Effects of Compensatory Education.

This study is authorized by law (P.L. 93-380). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely.

You should have received a letter from System Development Corporation (SDC) explaining the reasons I am calling you. To review these reasons, (regular school) is participating in a nationwide study of the sustaining effects of compensatory education. While the focus of the study is on compensatory education services, particularly those funded by ESEA Title I, it is also studying and comparing regular education services. One component of this study is an examination of summer schools and their effects on the basic skills. I am calling to gather some information that.will make it possible for us to assess the feasibility of conducting such a study.

I will be following a structured interview guide that covers particular questions I need to ask. Most of the questions concern the information summarized in the attachment to the letter you received from System Development Corporation. I will also be needing additional information of a more general nature. The amount of time it will take to cover these questions, of course, depends on your particular situation. Generally, it takes about 25 minutes to complete the interview.

1. Do you feel that you have the time now or should I call back at a more convenient time?	NOW IS FINE (SKIP TO Q. 3).. 1 CALL BACK (ASK Q. 2)........ 2

IF "CALL BACK" TO Q. 1 ASK:

2. What would be a more convenient date and time?	DATE ____________________ TIME (LOCAL) ____________

(END INTERVIEW) Thank you very much and I'll look forward to talking to you then.

3. What is the total enrollment in grades 1-6 in the summer school program? __________

4. Approximately what percentage of these students attended (regular school) during the past school year? __________

Our primary concern throughout this interview is with reading and mathematics instruction for children in grades 1-6. It is important that we keep this in mind when determining the answers to the questions that I have.

5. How many students in each grade level receive reading instruction? (IF THE PROGRAM IS UNGRADED, ESTIMATE EQUIVALENTS AND FOR THE PURPOSES OF THIS SURVEY A STUDENT'S GRADE LEVEL IS THE ONE HE WILL BE ENTERING IN THE FALL.)

1 ________
2 ________
3 ________
4 ________
5 ________
6 ________

IF THE ANSWER TO Q. 4 IS 90 PERCENT OR LOWER ASK:

6. About what percent of the total of these students are from (regular school)? ________

7. How many students in each grade level receive mathematics instruction?

1 ________
2 ________
3 ________
4 ________
5 ________
6 ________

IF THE ANSWER TO Q. 4 IS 90 PERCENT OR LOWER ASK:

8. About what percent of the total of these students are from (regular school)?	________
9. Are students from (regular school) concentrated within particular reading and/or mathematics classes or are they dispersed throughout most of the classes?	CONCENTRATED IN PARTICULAR CLASSES .... 1 DISPERSED THROUGHOUT MOST CLASSES 2

10. What percentage of the students in your program from (regular school) can be characterized as low achieving, average achieving, and high achieving? (CONSIDER AS "LOW ACHIEVING" THOSE STUDENTS ONE OR MORE YEARS BELOW GRADE LEVEL.)	LOW ACHIEVING	________
	AVERAGE ACHIEVING	________
	HIGH ACHIEVING	________

I'm interested in enrollment restrictions the program may have, if any, which determine the characteristics of the students who are served by the summer school program.

11. Are there any restrictions on enrollment in the program?	YES (ASK Q. 12)............. 1 NO (ENROLLMENT IS OPEN TO ALL CHILDREN FROM THE SCHOOLS AND GRADE LEVELS THE PROGRAM IS INTENDED TO SERVE) (SKIP TO Q. 13)... 2

IF "YES" TO Q. 11 ASK:

12. What are the restrictions? (DO NOT ACCEPT "MUST BE ELIGIBLE FOR TITLE I ASSISTANCE" OR SIMILAR. PROBE FOR THE ELIGIBILITY CRITERION. MARK MORE THAN ONE ONLY IF UNAVOIDABLE.)	MUST HAVE DEPRESSED READING OR MATHEMATICS LEVELS (AS INDICATED BY TEST RESULTS).. 1
	MUST BE RECOMMENDED BY TEACHER (OR OTHER STAFF).... 2
	MUST BE A MEMBER OF A SPECIFIC TARGET GROUP
	ECONOMICALLY DISADVANTAGED. 3
	CHILDREN OF A MIGRANT FAMILY...................... 4
	NON-ENGLISH SPEAKING....... 5
	OTHER (INDICATE) ____________ ____________
	OTHER CRITERIA (INDICATE) ____________

The next few questions are directed toward the staffing and organization of the summer school program, particularly as it applies to reading and mathematics instruction.

13. What is your position or role in the school district during the regular academic year?	PRINCIPAL OF REGULAR SCHOOL. 1
	SPECIALIST OR TEACHER AT REGULAR SCHOOL.............. 2
	OTHER STAFF MEMBER AT REGULAR SCHOOL (SPECIFY) ____________
	OTHER (SPECIFY) ____________ ____________

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14. How many teachers in your summer school teach reading? (INCLUDE ALL TEACHERS WHO PROVIDE AT LEAST SOME INSTRUCTION THAT BENEFITS READING TO ANY OF GRADES 1-6.) ____________

15. How many teachers in your summer school teach mathematics? (INCLUDE ALL TEACHERS WHO PROVIDE AT LEAST SOME INSTRUCTION THAT BENEFITS MATHEMATICS TO ANY OF GRADES 1-6.) ____________

Traditionally, the quality of attendance has been a problem for the vast majority of summer school programs. Therefore, an important aspect in any study of summer schools is attendance.

16. What has been the average percent present during the past week, excluding those students who have apparently dropped out of the summer school program? ____________%

17. If it were necessary to collect the number of days absent for each of the students, what would be the most appropriate source?

SCHOOL OFFICE RECORDS....... 1
TEACHER'S RECORDS........... 2
OTHER (SPECIFY) ____________
____
NOT RETRIEVABLE............. 3

IF THE ANSWER TO Q. 4 IS 90 PERCENT OR LOWER ASK:

18. As a part of your summer school records (e.g., on the enrollment forms) do you have the school each child attended the previous year?

YES........................ 1
NO......................... 2

19. As a matter of course do you send the schools you serve a list of the students from that school who attended summer school?

YES........................ 1
NO......................... 2

20. Considering the records you have available and your knowledge of the program, how difficult would it be to identify the reading and mathematics teacher(s) of each student from (regular school)?

NOT DIFFICULT............... 1
SOMEWHAT DIFFICULT.......... 2
VERY DIFFICULT.............. 3

21. Could your clerical assistant or the school secretary just as easily identify the reading and mathematics teacher(s) of each student from (regular school)?

YES........................ 1
NO......................... 2

22. Does your summer school program receive ESEA Title I funds?

YES........................	1
NO.........................	2

This concludes the questions I have. Thank you very much for your time and cooperation. The information you have provided will be valuable to our study.

SCHINF

O.M.B. No. 51-S-750-75

Approval Expires March, 1976

SCHOOL INFORMATION: PRINCIPAL

This questionnaire is designed to elicit information about the characteristics of the above named school. All answers will be treated confidentially.

If you do not have time to complete this questionnaire you may wish to have it completed by one of your assistants. In that event it would be greatly appreciated if you would check it for completeness and accuracy before returning it in the postage-paid envelope.

D.P. ONLY

Col.	Value
7	1
8-11	- - - -
12-15	- - - -

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SCHINF

D.P. ONLY

Col.	Value	
16		1. Which of the following best describes the location of your school? (Check one).
	1	☐ Large city, over 500,000 population
	2	☐ Large city, 200,000 to 500,000 population
	3	☐ Suburb of a large city
	4	☐ Rural area near a large city
	5	☐ Middle-size city, 50,000 to 200,000 population
	6	☐ Suburb of a middle-size city
	7	☐ Rural area near a middle-size city
	8	☐ Small city or town, less than 50,000 population
	9	☐ Rural area, not near a large or middle-size city
		2. As of October, what was the approximate number of students in your school enrollment for the grades listed below (or by approximate grade level if your school is ungraded). Enter zero if your school does not have the grade level.
17-19		K ____________
20-22		1 ____________
23-25		2 ____________
26-28		3 ____________
29-31		4 ____________
32-34		5 ____________
35-37		6 ____________
38-40		7 ____________
41-43		8 ____________
		3. What is the average per-pupil expenditure in your school for 1975-76? (Include regular and supplementary funds in making your estimate.)
44-47		$_ _ _ _

D.P. ONLY

4. Estimate the racial/ethnic composition of your school's student body. (Enter zero if your school has no students in the category: your percentages should add up to 100).

Col.	Value		
48-50		American Indian	________%
51-53		Asian American	________%
54-56		Black (Negro)	________%
57-59		Spanish surname or Spanish background (Mexican, Cuban, Puerto Rican, or other Spanish background)	________%
60-62		White (Anglo)	________%
63-65		Other	________%
		Total	100 %

5. Estimate the percentage of students in your school who are reading one year or more below grade level on the basis of national norms.

Col.	Value	
66-68	------	____%

6. To estimate the percentage of students in your school who meet ESEA Title I poverty criteria, please answer (a) or (b), whichever is easier for you to estimate.

Col.	Value		
7	2		
8-10		(a) Percentage of students in your school who meet the district's ESEA Title I poverty criteria	____%
11-13		(b) Percentage of students in your school who are eligible to receive free lunches	____%

7. Check each type of fund that your school has this year for compensatory services. (Consider as compensatory those services that are provided to educationally disadvantaged students that are in addition to, or different from regular services.)

Col.	Value	
14	1=If check Blank= If no check	☐ ESEA Title I
15		☐ Other Federal funds for compensatory services
16	"	☐ Special State funds for compensatory services
17	"	☐ Special District funds for compensatory services
18	"	☐ No special funds for compensatory services

D.P. ONLY

Col.	Value
19	1=Yes 0=No
20	"
21	"
22	"
23	"
24-30	Punch each circle item
31-37	"
38-44	"
45	1=If check Blank= if no check
46	"
47	1=If check Blank= if no check
48	
49	
50	"
51	"

8. Is most instruction in your school directed toward providing any of the following special services:

	Yes	No
Bilingual or English as a second language (ESL)	☐	☐
Instruction for the physically handicapped	☐	☐
Instruction for the emotionally or mentally handicapped	☐	☐
Instruction for the delinquent or neglected	☐	☐
Instruction for children of migratory workers	☐	☐

9. For which of the following grades in your school were academic summer programs available last summer? (Circle all that apply)

There was a summer program in this school for the following grades	K	1	2	3	4	5	6
There was a program in another school which our students in the following grades could attend	K	1	2	3	4	5	6
There was a center operated by the district which our students for the following grades could attend	K	1	2	3	4	5	6

Check if no summer program was available for any of these grades ☐

Check if your school's regular academic year includes the summer ☐

10. If you circled any grade in item 9, which of the following services were offered in the summer program. (Check all that apply.)

☐ Compensatory/remedial instruction in language arts or reading

☐ Compensatory/remedial instruction in mathematics

☐ Compensatory/remedial instruction in other area(s)

☐ Regular subject curricula that will permit student to advance to next grade level

☐ Enriched curriculum for volunteer qualified students

D.P. ONLY

Col.	Value	
52		11. We are interested in knowing how stable your student body is. Approximately what percentage of your students remain in your school throughout at least three consecutive years? If your school is less than three years old, please provide an estimate of expected stability. (Check only one.)
	1	☐ 0-20%
	2	☐ 21-40%
	3	☐ 41-60%
	4	☐ 61-80%
	5	☐ 81-100%
		12. What percentage of your students are in classes that have combined grade levels in them (e.g., 1-2, or 3-4-5, etc.)?
53-55		__________%
		13. Do you foresee a change in the school's attendance area over the next three years that is likely to have any of the following effects: (Check all that apply.)
56	1=If check	☐ Cause the closing of the school
57	Blank=if no check	☐ Change the grade span of the school (e.g., become a K through 3rd grade, or a 4th through 6th grade school)
58	"	☐ Become an ungraded school or a school where most classes have combined grades
59	"	☐ No significant changes are anticipated

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Col.	Value
7	3
8-27	20 cha
28-49	22 cha
50-64	15 cha
65-69	Punch each circle number
70-72	Punch circle number
7	3
8-27	20 cha
28-49	22 cha
50-64	15 cha
65-69	Punch each circle number
70-72	Punch circle number

If your school contains all of grades one through six, skip to page 7 and complete the information asked for in item 15.

If your school does not contain all of grades one through six, please complete items 14 and 15.

14. If your school does not include all of the grades 1-6, please provide the names and addresses of the schools, with approximate percentages of students, that feed into and/or out of your school.

Examples:

1. If your school has only grades 4-6, provide the name and address of the school (or schools) in which most of your students attended grades 1-3.
2. If you have only grades 1-5, provide the name and address of the school (or schools) that most of your students attend for 6th grade.
3. If you have only grade 4, provide the names and addresses of the schools that most of your students attend for grades 1-3, and for grades 5-6.

a. School(s) that Feed Into Your School (Feed-In Schools)

(1) Name ______________________________

Street Address ______________________________

City ______________________________

(a) Grades (circle grade(s) of feed-in school):

1 2 3 4 5

(b) Percentage of students in your lowest grade who come from this school (circle approximate percentage)

10 20 30 40 50 60 70 80 90 100

(2) Name ______________________________

Street Address ______________________________

City ______________________________

(a) Grades (circle grade(s) of feed-in school):

1 2 3 4 5

(b) Percentage of students in your lowest grade who come from this school (circle approximate percentage):

10 20 30 40 50 60 70 80 90 100

D.P. ONLY

Col.	Value
7	4
8-27	20 cha
28-49	22 cha
50-64	15 cha
65-68	Punch each circle number
70-72	Punch circle number
7	4
8-27	20 cha
28-49	22 cha
50-64	15 cha
65-68	Punch each circle number
70-72	Punch circle number
7	5
8-39	32 cha
40-49	10 number

b. School(s) to Which Your Students Go (Feed-Out Schools)

(1) Name ____________________

Street Address ____________________

City ____________________

(a) Grades (circle grade(s) of feed-out school):

3 4 5 6

(b) Percentage of your students who go to this school (circle approximate percentage):

10 20 30 40 50 60 70 80 90 100

(2) Name ____________________

Street Address ____________________

City ____________________

(a) Grades (circle grade(s) of feed-out school):

3 4 5 6

(b) Percentage of your students who go to this school (circle approximate percentage):

10 20 30 40 50 60 70 80 90 100

15. Please provide the name and phone number of the person we should contact if we have any questions about the information contained here.

Name of contact ____________________

Phone Number ____________ ____________________
Area Code Number

Thank you for your cooperation.

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INSTRUMENTS AT THE DISTRICT LEVEL

DSTINF

O.M.B. No. 51-S-750-75

Approval Expires March, 1976

DISTRICT AND SCHOOL INFORMATION: SUPERINTENDENT

This questionnaire is designed to elicit information about the characteristics of your school district and the above named school. All answers will be treated confidentially.

You may wish to have this questionnaire completed by an assistant. In that event, it would be greatly appreciated if you would check it for completeness and accuracy before returning it in the postage-paid envelope.

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DSTINF

D.P. ONLY

Col.	Value	
7	1	1. What is the estimated district or local per-pupil expenditure for 1975-1976 that is used to run your regular school program? (This does not include special state funding for remedial or compensatory services, ESEA, ESAA, food services, community services, capital outlay, or bonded indebtedness.)
8-11		$_ _ _ _
		2. What is the estimated district per-pupil expenditure for supplementary funds for 1975-1976? (This includes state funding for remedial or compensatory services, ESEA, ESAA, and other special Federal and State categorical funding.)
12-15		$_ _ _ _
		Please provide the following information about the school identified on the cover page. (These questions are similar to those we are asking the principal of the school.)
16		1. Which of the following best describes the location of the school? (Check one.)
	1	☐ Large city, over 500,000 population
	2	☐ Large city, 200,000 to 500,000 population
	3	☐ Suburb of a large city
	4	☐ Rural area near a large city
	5	☐ Middle-size city, 50,000 to 200,000 population
	6	☐ Suburb of a middle-size city
	7	☐ Rural area near a middle-size city
	8	☐ Small city or town, less than 50,000 population
	9	☐ Rural area, not near a large or middle-size city

DSTINF

D.P. ONLY

Col.	Value		
		2. As of October, what was the approximate number of students in the school enrollment for the grades listed below (or by approximate grade level if the school is ungraded). Enter zero if the school does not have the grade level.	
17-19		K ________	
20-22		1 ________	
23-25		2 ________	
26-28		3 ________	
29-31		4 ________	
32-34		5 ________	
35-37		6 ________	
38-40		7 ________	
41-43		8 ________	
		3. Estimate the racial/ethnic composition of the school's student body. (Enter zero if the school has no students in the category: your percentages should add up to 100).	
48-50		American Indian	________%
51-53		Asian American	________%
54-56		Black (Negro)	________%
57-59		Spanish surname or Spanish background (Mexican, Puerto Rican, Cuban, or other Spanish background)	________%
60-62		White (Anglo)	________%
63-65		Other	________%
		Total	100%
		4. Estimate the percentage of students in the school who are reading one year or more below grade level on the basis of national norms.	
66-68			________%
7	2	5. To estimate the percentage of students in the school who meet ESAA Title I poverty criteria, please answer (a) or (b), whichever is easier for you to estimate.	
8-10		(a) Percentage of students in the school who meet the district's ESEA Title I poverty criteria	________%
11-13		(b) Percentage of students in the school who are eligible to receive free lunches	________%

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D.P. ONLY

Col.	Value
14	1=If check Blank= If no check
15	
16	
17	"
18	"
19	1=Yes 0=No
20	"
21	"
22	"
23	"
24-30	Punch each circle item
31-37	
38-44	"
45	1=If check Blank= If no check
46	

6. Check each type of fund that the school has this year for compensatory services. (Consider as compensatory those services that are provided to educationally disadvantaged students that are in addition to, or different from regular services.)

☐ ESEA Title I

☐ Other Federal funds for compensatory services

☐ Special State funds for compensatory services

☐ Special District funds for compensatory services

☐ No special funds for compensatory services

7. Is most instruction in the school directed toward providing any of the following special services:

	Yes	No
Bilingual or English as a second language (ESL)	☐	☐
Instruction for the physically handicapped	☐	☐
Instruction for the emotionally or mentally handicapped	☐	☐
Instruction for the delinquent or neglected	☐	☐
Instruction for children of migratory workers	☐	☐

8. For which of the following grades in the school were academic summer programs available last summer? (Circle all that apply)

There was a summer program in this school for the following grades	K	1	2	3	4	5	6
There was a program in another school which students in the following grades could attend	K	1	2	3	4	5	6
There was a center operated by the district which students for the following grades could attend	K	1	2	3	4	5	6

Check if no summer program was available for any of these grades ☐

Check if the school's regular academic year includes the summer ☐

D.P. ONLY

Col.	Value	
		9. If you circled any grade in item 8, indicate which of the following services were offered in the summer program. (Check all that apply.)
47	1=If check Blank= If no check	☐ Compensatory/remedial instruction in language arts or reading
48		☐ Compensatory/remedial instruction in mathematics
49		☐ Compensatory/remedial instruction in other area(s)
50	"	☐ Regular subject curricula that will permit student to advance to next grade level.
51	"	☐ Enriched curriculum for volunteer qualified students
52		10. We are interested in knowing how stable the student body is. Approximately what percentage of the students remain in the school throughout at least three consecutive years? If the school is less than three years old, please provide an estimate of expected stability. (Check only one.)
	1	☐ 0-20%
	2	☐ 21-40%
	3	☐ 41-60%
	4	☐ 61-80%
	5	☐ 81-100%
53-55		11. What percentage of the students are in classes that have combined grade levels in them (e.g., 1-2, or 3-4-5, etc.)? __________%
		12. Do you foresee a change in the school's attendance area over the next three years that is likely to have any of the following effects: (Check all that apply.)
56	1=If check Blank= If no check	☐ Cause the closing of the school
57		☐ Change the grade span of the school (e.g., become a K through 3rd grade, or a 4th through 6th grade school)
58	"	☐ Become an ungraded school or a school where most classes have combined grades
59	"	☐ No significant changes are anticipated

D.P. ONLY

Col.	Value
7	3
8-27	20 cha
28-49	22 cha
50-64	15 cha
65-69	Punch each circle number
70-72	Punch circle number
7	3
8-27	20 cha
28-49	22 cha
50-64	15 cha
65-69	Punch each circle number
70-72	Punch circle number

If the school contains all of grades one through six, skip to page 7 and complete the information asked for in item 14.

If the school does not contain all of grades one through six, please complete items 13 and 14.

13. If the school does not include all of the grades 1-6, please provide the names and addresses of the schools, with approximate percentages of students, that feed into and/or out of the school.

Examples:

1. If the school has only grades 4-6, provide the name and address of the school (or schools) in which most students attended grades 1-3.
2. If the school has only grades 1-5, provide the name and address of the school (or schools) that most of the students attend for 6th grade.
3. If the school has only grade 4, provide the names and addresses of the schools that most of the students attend for grades 1-3, and for grades 5-6.

a. School(s) that Feed Into Subject School (Feed-In Schools)

(1) Name____________________

Street Address____________________

City____________________

(a) Grades (circle grade(s) of feed-in school):

1 2 3 4 5

(b) Percentage of students in the subject school's lowest grade who come from this feed-in school (circle approximate percentage):

10 20 30 40 50 60 70 80 90 100

(2) Name____________________

Street Address____________________

City____________________

(a) Grades (circle grade(s) of feed-in school):

1 2 3 4 5

(b) Percentage of students in the subject school's lowest grade who come from this feed-in school (circle approximate percentage):

10 20 30 40 50 60 70 80 90 100

D.P. ONLY

Col.	Value
7	4
8-27	20 char
28-49	22 char
50-64	15 char
65-68	Punch each circle number
70-72	Punch circle number
7	4
8-27	20 char
28-49	22 char
50-64	15 char
65-68	Punch each circle number
70-72	Punch circle number
7	5
8-39	32 cha
40-49	10 number

b. School(s) to Which Students Go (Feed-Out Schools)

(1) Name ________________________________

Street Address ________________________________

City ________________________________

(a) Grades (circle grade(s) of feed-out school):

3 4 5 6

(b) Percentage of your students in subject school who go to this feed out-school (circle approximate percentage):

10 20 30 40 50 60 70 80 90 100

(2) Name ________________________________

Street Address ________________________________

City ________________________________

(a) Grades (circle grade(s) of feed-out school):

3 4 5 6

(b) Percentage of students in subject school who go to this feed-out school (circle approximate percentage):

10 20 30 40 50 60 70 80 90 100

14. Please provide the name and phone number of the person we should contact if we have any questions about the information contained here.

Name of contact ________________________________

Phone Number ________ ________________________
Area Code Number

Thank you for your cooperation

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O.M.B. No. 51-R-1201

District I.D. ________
1-9

District Characteristics Questionnaire

SECTION A: DISTRICT ORGANIZATION

To the District Superintendent:

This questionnaire has two sections. You may want to complete both sections yourself or have your office staff complete the first four items in Section A and have your district level Title I Coordinator, Federal Funds Coordinator or Special Funds Coordinator complete Section B: Title I Program. We would like you to complete items 5 through 13 in Section A: District Organization.

To guarantee privacy of information, results of this survey will not be reported in a form identifiable with any person, school, or district.

After you have completed this questionnaire, please check to see that all items have been answered. Then mail the questionnaire to SDC in the envelope provided.

This study is authorized by law (Section 151 of Title I, ESEA, as amended by Section 101(a) 8 of P.L. 93-380). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely.

THANK YOU FOR YOUR COOPERATION.

Instructions:

Mark your answer by placing a cross (X) or checkmark (✓) in the space provided for the answer. For some questions you may answer by placing the appropriate number(s) or word(s) in the answer space. Numbers under each answer line are for data processing use, please disregard.

1. What was your total student enrollment (grades K through 12) on or about October 1st of this year?

   Student Enrollment, K – 12, on or about October 1. __________

2. For this school year, indicate the number of staff (Full-Time Equivalent) in your district filling the positions listed below. (These staff titles are consistent with Staff Accounting, Classifications and Standard Terminology for Local and State School Systems, 1974, Department of Health, Education, and Welfare.) If you use other names for your staff positions, please try to fit your categories into these titles.

JOB CLASSIFICATION AND ACTIVITY ASSIGNMENT	NUMBER OF STAFF (FTE)
Official Administrative	
Administrative Assistant	__________
Superintendent	__________
Assistant/Deputy/Associate Superintendent and Business Manager	__________
Principal	__________
Supervising/Managing/Directing/Coordinating personnel	__________
Other Official Administrative Personnel	__________
TOTAL	__________
Professional	
Curriculum Specialist	__________
Counselor	__________
Library/Media Personnel	__________
Teacher	__________
Psychologist, Therapist, Psychometrist	__________
Community Relations personnel	__________
Planning, Evaluation, Research and Development personnel	__________
Social Worker	__________ 74-77
Other	__________ 10-13
TOTAL	__________ 14-18

79.A1
Dup 1

QUESTION 2
(Continued)

Technical/Office/Clerical	**NUMBER OF STAFF (FTE)**
Student Teacher, Teaching Assistant, Teaching Intern	______ 19-22
Teaching Aide	______ 23-26
Office/Clerical	______ 27-30
Other	______ 31-34
TOTAL	______ 35-39

3. How frequently do you have district-wide (all or almost all students) achievement testing of the following grade levels? (Mark one for each grade. Count both district-initiated and state-mandated district-wide testing.)

Grade Level	At Least Once a Year	Every Other Year	Every Three or More Years	Never
1	______ 40	______ 41	______ 42	______ 43
2	______ 44	______ 45	______ 46	______ 47
3	______ 48	______ 49	______ 50	______ 51
4	______ 52	______ 53	______ 54	______ 55
5	______ 56	______ 57	______ 58	______ 59
6	______ 60	______ 61	______ 62	______ 63

4. How are the results of the district's achievement testing program in reading and mathematics presented to participating schools? (Mark all that apply.)

Mark here if your district has no testing program or if results are not reported to schools ______ 64

____ 65 Summary statistics for District by grade level and subject area

____ 66 Summary statistics for the school by grade and subject area

____ 67 Summary statistics by class and subject area

____ 68 Individual student scores by subject area

____ 69 Scores for sub-groups of students (e.g., Title I)

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THE FOLLOWING ITEMS ARE TO BE COMPLETED BY THE SUPERINTENDENT

5. Which of the following statements best characterize the role of your district office with respect to regular and compensatory instructional programs in elementary schools in this district? (Mark one for each type of program.)

	Regular Instructional Programs	Compensatory Instructional Programs
The district office favors a particular approach to instruction, and actively promotes it.	____ 70	____ 71
The district office favors a particular approach to instruction, but lets school staffs do as they think best.	____ 72	____ 73

6. How are the district's elementary school basic texts chosen for reading and mathematics? (Mark the one alternative in each column that best describes the situation in your district.)

	Reading	Math
The state selects basic texts that are used in all schools throughout the district.	____ 74	____ 75
The district selects basic texts that are used in all schools throughout the district.	____ 76	____ 77
Schools may choose basic texts from an approved list that emphasizes a particular educational philosophy and approach.	____ 10	____ 11
Schools may choose basic texts from an approved list that includes materials with a range of contrasting instructional philosophies and approaches.	____ 12	____ 13
Each school selects its own text materials. There is no externally imposed list.	____ 14	____ 15

79 A2
Dup 1-9

7. School districts vary in the methods they use to allocate funds for instructional materials and for instructional personnel. Some districts exercise control by allocating funds to defined categories, while other districts give schools complete freedom to decide on the allocation of their total funds. Some districts fall between these extremes.

Mark where control primarily lies in the allocation of funds for materials and for personnel in your district. (Mark one in each column.)

	Instructional Materials	Instructional Personnel
	____ 16	____ 17
	____ 18	____ 19

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8. How much freedom do elementary school staffs have in determining procedures for communicating information on student performance to parents (e.g., student-teacher conferences, report cards)? (Mark one.)

______ 20 Uniform procedures have been established at the district level.

______ 21 The district has established general guidelines, but school staffs may develop individual approaches within the guidelines.

______ 22 Elementary school staffs may develop a reporting system consistent with their own instructional program.

9. Who is most influential in making decisions about teacher hiring? (Mark one.)

______ 23 School board members

______ 24 High level district administrators (e.g., the superintendent or assistant/associate/deputy/area superintendent)

______ 25 Other district staff (e.g., personnel staff)

______ 26 School principals

10. Which of the following are covered in your master contract with the organization recognized as the bargaining agent for elementary school teachers in your district? (Mark all that apply.)

______ 27 Does not apply. Our district has no such contract.

______ 28 Teacher participation in selection of classroom materials.

______ 29 Preparation time during normal school hours for elementary teachers.

______ 30 Teacher participation in budgeting.

______ 31 Teacher participation in program planning and evaluation.

______ 32 Staffing and class size.

______ 33 We do have a contract, but it does not cover these issues.

11. **How often are formal performance evaluations required for elementary school principals and elementary school teachers in your district? (Mark one each for principals, non-probationary teachers, and probationary teachers.)**

	Twice a Year	Once a Year	Every 2 Years	Every 3 to 5 Years	Every 6 Years or More	Never
Elementary school principals	___ 34	___ 35	___ 36	___ 37	___ 38	___ 39
Non-probationary elementary teachers	___ 40	___ 41	___ 42	___ 43	___ 44	___ 45
Probationary elementary teachers	___ 46	___ 47	___ 48	___ 49	___ 50	___ 51

12. **How is performance review information for non-probationary teachers and principals used? (Mark all that apply to teachers and to principals.)**

Teachers	Principals	
___ 52	___ 53	The person who was reviewed is informed of strengths and weaknesses.
___ 54	___ 55	Promotions, raises, transfers, etc., are influenced by the review.
___ 56	___ 57	A plan, including specific actions to be taken and objectives to be achieved, is provided to the person who was unfavorably reviewed.
___ 58	___ 59	Feedback is not provided to the person who is reviewed, nor are there likely to be any consequences resulting from either a favorable or unfavorable review.
___ 60	___ 61	Performance reviews are not conducted.

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13. Listed below are a number of approaches in elementary education. Please estimate the number of elementary schools in your district in which each of these approaches is emphasized.

Approaches	Number of Schools*	
Combined grades and/or ungraded classes	______ 62-64	
Diagnostic-prescriptive instruction	______ 65-67	
Concentration on basic skills	______ 68-70	
Classroom management systems	______ 71-73	
"Open" classroom instructional approaches	______ 74-76	79:A3 Dup 1-9
Tutoring	______ 10-12	
Parent involvement in the classroom	______ 13-15	
Early childhood education programs	______ 16-18	
Remedial reading specialists	______ 19-21	
Team teaching	______ 22-24	79:A4
____________________		

*Number of responses may be greater than the number of elementary schools in the district if some schools emphasize more than one approach.

O.M.B. No. 51-R-1201

District I.D.__________
1-9

District Characteristics Questionnaire

SECTION B: TITLE I PROGRAM

To the District Superintendent:

This questionnaire has two sections. You may want to complete both sections yourself or have your office staff complete the first four items in Section A and have your district level Title I Coordinator, Federal Funds Coordinator or Special Funds Coordinator complete Section B: Title I Program. We would like you to complete items 5 through 13 in Section A: District Organization.

To guarantee privacy of information, results of this survey will not be reported in a form identifiable with any person, school, or district.

After you have completed this questionnaire, please check to see that all items have been answered. Then mail the questionnaire to SDC in the envelope provided.

This study is authorized by law (Section 151 of Title I, ESEA, as amended by Section 101(a) 8 of P.L. 93-380). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely.

THANK YOU FOR YOUR COOPERATION.

Instructions:

Mark your answer by placing a cross (X) or checkmark (✓) in the space provided for the answer. For some questions you may answer by placing the appropriate number(s) or word(s) in the answer space. Numbers under each answer line are for data processing use, please disregard.

1. Some districts may be eligible to participate in Title I, but are not participating. If your district qualified for Title I this year, but is not participating, what is the reason?

_____ Does not apply. This district is currently participating in Title I.

_____ Does not apply. This district does not qualify for Title I.

_____ District did not apply for Title I because personnel were not available to prepare a proposal.

_____ District did not apply for Title I because the district chose not to participate in the Title I program.

_____ District's application for Title I was submitted, but was not approved.

_____ Other, please explain ______________________________

2. How many elementary schools are there in this district?

_____ Number of elementary schools

3. How many elementary schools in this district were eligible for this year's Title I program?

_____ Number of eligible elementary schools

4. How many elementary schools are participating in the Title I program?

_____ Number of elementary schools participating in Title I

5. For the school(s) entered below, indicate if the school is eligible to receive Title I this year. (Mark yes or no for each school entered.)

		Eligible for Title I this year	
School	**ID No.**	**Yes**	**No**
	25-27	28	29
	30-32	33	34
	35-37	38	39
	40-42	43	44

6. For the school(s) entered below, where does the school rank among the Title I eligible schools in the district? (Mark one answer for each school entered.)

School	ID No.	Not applicable, this school is not eligible or the District does not participate in Title I	Ranking of school among the eligible schools in the district (Enter ranking number)
_____	_____ 45-47	_____ 48	_____ 49-51
_____	_____ 52-54	_____ 55	_____ 56-58
_____	_____ 59-61	_____ 62	_____ 63-65
_____	_____ 66-68	_____ 69	_____ 70-72

7. Please estimate the percentage of students in your district meeting the Title I poverty criteria this year.

_____ Percentage of students meeting Title I poverty criteria.
73-75
79-81
Dup 1-9

8. Which of the measures listed below are used to determine the **eligibility** of public schools in this district for this year's Title I program? (Mark all that apply.)

_____ 10 Does not apply. This district does not participate in Title I.

_____ 11 Census data on family income

_____ 12 AFDC enrollment

_____ 13 Free or reduced-price breakfast counts

_____ 14 Free or reduced-price lunch counts

_____ 15 Number of neglected or delinquent children served by district

IF YOUR DISTRICT DOES NOT PARTICIPATE IN TITLE I, YOU ARE FINISHED WITH SECTION B OF THE QUESTIONNAIRE.

IF YOUR DISTRICT PARTICIPATES IN TITLE I, PLEASE COMPLETE THE REMAINING ITEMS.

9. What statement best characterizes the manner in which your district determines the amount of Title I funds available for participating schools? (Mark one.)

_____ 16 Does not apply. Title I funds are used to provide a district-level project rather than school-level projects.

_____ 17 All schools that participate in Title I have the same amount of Title I funds available.

_____ 18 All participating schools have available a percentage of the district's Title I funds based on each school's total enrollment.

_____ 19 Participating schools in the district are rank-ordered using poverty-related information. The number of students below a certain achievement level at each school is determined. Then the allocated money per student times the number of students determines each school's share of the district's Title I funds.

_____ 20 All participating schools have available a percentage of the district's Title I funds based on each school's percentage of the total number of children from low-income families in the district.

_____ 21 All participating schools have available a percentage of the district's Title I funds based on the number of low-achieving students in each school.

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10. What is your district policy for the selection of students to receive Title I services? (Mark one.)

____ 22 There is no district policy. Each school establishes its own criterion.

____ 23 Primarily through standardized achievement tests.

____ 24 Primarily through locally-developed achievement tests.

____ 25 Primarily through teacher judgment.

____ 26 Primarily through an equal weighting of achievement tests and teacher judgment.

11. If your district receives compensatory funds in addition to Title I funds (e.g., other Federal Compensatory funds, state compensatory funds, or district compensatory funds), on what basis are most of these additional funds allocated to schools? (Mark one.)

____ 27 Does not apply. This district does not receive compensatory funds from other sources.

____ 28 The money is used to provide additional services to students already participating in Title I projects (e.g., smaller group sizes, longer instructional periods).

____ 29 The money is used to provide services to additional low-achieving students, who are not receiving Title I services (e.g., add other grade levels, include students no longer eligible for Title I services, serve low-achieving students in schools that are not participating in Title I).

12. Which of the following best describes how Title I funds are used in your district? (Mark one.)

____ 30 Most of the funding goes to support a district-operated project.

____ 31 Most of the funding goes to projects that are unique to individual schools.

____ 32 Most of the funding goes to projects in which several schools are implementing similar programs.

____ 33 The district allocates nearly equal amounts of Title I funds to two or all three of the options above.

13. If several schools in your district are implementing highly similar Title I projects, or are participating in a district-level project, in what areas do the following groups actively participate? (Mark all that apply in each column.)

____ 34 Does not apply. Each participating school implements its own, unique Title I project.

		Actively Participate	
Program Areas	**School Staffs**	**School Title I Parent Advisory Council**	**District Title I Parent Advisory Council**
Conducting needs assessments	____ 35	____ 36	____ 37
Setting project objectives	____ 38	____ 39	____ 40
Determining instructional procedures	____ 41	____ 42	____ 43
Selecting materials, equipment	____ 44	____ 45	____ 46
Evaluating the project	____ 47	____ 48	____ 49

14. In your district, what is the rank of the person with responsibility for administrative direction of the Title I program (the district's "Title I Director")? (Mark the option that best defines that person's rank and equivalent salary.)

___ Superintendent
50

___ Assistant/Deputy/Associate/Area Superintendent
51

___ Supervisor/Manager/Director/Coordinator
52

___ Assistant Principal
53

___ Teacher
54

15. What percentage of time does the person with responsibility for your district's Title I program devote to Title I program activities (as opposed to administering other programs, administering a school, teaching, etc.)?

___ % of time devoted to Title I activities
55-57

16. Many persons are concerned with Title I: Board of Education members, district administrators, principals, teachers, parents, and members of advisory councils. During this school year, how frequently did your district use the following procedures to keep such persons informed about the district Title I program? (Mark one for each procedure.)

	Times per Year					
	Never	1	2	3	4	5 or more
District-wide meetings of all concerned persons	___ 58	___ 59	___ 60	___ 61	___ 62	___ 63
Meetings of principals of Title I schools	___ 64	___ 65	___ 66	___ 67	___ 68	___ 69
Meetings of teachers in Title I schools	___ 70	___ 71	___ 72	___ 73	___ 74	___ 75
Meetings of District-Title I Parent Advisory Council	___ 10	___ 11	___ 12	___ 13	___ 14	___ 15
Meetings of School-Title I Parent Advisory Councils	___ 16	___ 17	___ 18	___ 19	___ 20	___ 21
Presentations of Title I information to the Board of Education	___ 22	___ 23	___ 24	___ 25	___ 26	___ 27
Publication in district publications not specifically devoted to Title I	___ 28	___ 29	___ 30	___ 31	___ 32	___ 33
Stories in local news media	___ 34	___ 35	___ 36	___ 37	___ 38	___ 39

79:02
Dup 1-9

17. How is your District Title I Parent Advisory Council involved in planning the district's Title I program for the forthcoming year? (Mark all that apply.)

___ We have no District Title I Parent Advisory Council.
40

___ District Parent Advisory Council is not involved in planning the program.
41

___ Through regularly scheduled meetings where plans are discussed.
42

___ Council is provided briefings on district plans by district Title I staff members.
43

___ Members are mailed information on district plans.
44

___ District Parent Advisory Council officers meet with district Title I staff to plan the district program.
45

18. What topics are covered in the training that is provided to members of the District Title I Parent Advisory Council? (Mark all that apply.)

______ We have no District Title I Parent Advisory Council.
46

______ No training is provided the District Parent Advisory Council.
47

______ Parliamentary procedures
48

______ How to get people to work together
49

______ How Title I works at the national, state, and local levels
50

______ Budget preparation
51

______ Needs assessment, program planning, program evaluation procedures.
52

19. Do non-public school students receive Title I services in your district?

______ Yes
53

______ No
54

THE FOLLOWING ITEMS REFER TO TITLE I SERVICES FOR NON-PUBLIC SCHOOL STUDENTS. IF YOU HAVE NO NON-PUBLIC SCHOOL STUDENTS RECEIVING TITLE I SERVICES, YOU ARE FINISHED WITH THIS QUESTIONNAIRE, OTHERWISE PLEASE CONTINUE.

20. How are non-public school students selected to receive Title I services? (Mark all that apply.)

______ Primarily through standardized achievement tests.
55

______ Primarily through locally-developed achievement tests.
56

______ Primarily through teacher judgment.
57

______ Primarily through an equal weighting of achievement tests and teacher judgment.
58

21. What arrangement best characterizes the method of delivering Title I services to students in non-public schools? (Mark all that apply.)

______ Services are provided at the non-public school.
59

______ Non-public school students participate in school-level projects at a public elementary school.
60

______ Services are provided at a site other than a school (e.g., a community center, a public building, a leased building).
61

______ A mobile facility comes to the non-public school to provide services.
62

22. For which of the following are Title I funds for non-public school students spent in your district? (Mark all that apply.)

______ Purchase of instructional materials
63

______ Purchase of equipment
64

______ Purchase of testing materials
65

______ Salaries of teaching assistants or teacher aides
66

______ Salaries of public school teachers
67

______ Salaries of instructional personnel who provide services after the normal school day, on weekends, or during summers
68

______ Provision of inservice training to instructional personnel
69

23. What kinds of Title I services are provided for non-public school students in your district? (Mark all that apply.)

______ Compensatory reading instruction
70

______ Compensatory mathematics instruction
71

______ Instruction in other basic skill areas
72

______ Activities concerned with intergroup relations
73

______ Counseling services
74

______ Health services
75

______ Nutritional services
76

______ Activities concerned with parent involvement
77

79 83
Dup 1 9

24. Of the grades listed below in which ones do non-public school elementary students receive Title I services in your district? (Mark all that apply.)

______ Does not apply. This district does not provide Title I services to non-public school students in the grades listed below.
10

______ 1 (11)   ______ 3 (13)   ______ 5 (15)

______ 2 (12)   ______ 4 (14)   ______ 6 (16)

25. At what times are Title I services provided to non-public school students in your district? (Mark all that apply.)

______ During normal school hours
17

______ Before normal school hours
18

______ After normal school hours
19

______ On weekends
20

______ During summers
21

79 84

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O.M.B. No. 51-R-1201

DISTRICT I.D. ____________

DISTRICT EXPENDITURE INFORMATION QUESTIONNAIRE

This form is designed to collect information on regular educational expenditures and expenditures for compensatory programs in your district for the 1976-1977 regular school year. This information is needed for the Study of the Sustaining Effects of Compensatory Education on Basic Skills. Previous surveys of school districts indicate that the needed information is available at the district level. Sources for the information include accounting records, original applications for grants, and year-end financial reports to the State and Federal Governments.

A glossary of terms is provided beginning on page 13 to help you interpret the questions in a consistent manner. Please review the glossary of terms prior to starting the questionnaire.

This study is authorized by law (Section 151 of Title I, ESEA, as amended by Section 101(a) 8 of P.L. 93-380). While you are not required to respond, your cooperation is needed to make the results of this study comprehensive, accurate, and timely.

To guarantee privacy, information will not be reported in a form identifiable with any person, school, or district.

IF THERE ARE QUESTIONS ON HOW TO COMPLETE THIS INSTRUMENT, PLEASE CALL LYNN RIDLEY AT (213) 829-7511, EXTENSION 2914.

Thank you for your cooperation.

NAME AND PHONE NUMBER OF PERSON COMPLETING QUESTIONNAIRE

LAST ☐☐☐☐☐☐☐☐☐☐☐☐☐

FIRST ☐☐☐☐☐☐☐☐

PHONE NUMBER

☐☐☐ ☐☐☐-☐☐☐☐

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INSTRUCTIONS:

Mark your answer by placing the appropriate number(s) or dollar amounts in the space provided for the answer. Numbers under each answer line are for data processing use, please disregard.

A. DISTRICT INFORMATION

Please provide the following information about your district's funding for the regular school year 1976-1977

Name of District:	**Estimated Expenditure (1976-1977)**	**Number of Students (1976-1977)**
1. In the second column, please enter the Average Daily Attendance (ADA)* of students in your district.		(ADA)* # ________ 41-47
2. A. In the first column, please enter your district's Current Expenditures for Education: **Exclude** special state funding for compensatory service; all Federal program funds for which separate accounting is required, such as ESEA Title I, ESEA Title IV, and ESAA; food services, community services, and, capital outlay funds. **Include** supplemental funds (from any source) that are not used for compensatory service. (Although PL 874 and 815 funds are Federal funds, in this questionnaire 874 funds are to be treated as district funds and 815 funds are not to be included anywhere.) **Do not include expenditures for summer school.**	$ ________ 48-58	
B. What is your district's grade span for which you calculated the answers to #1 and #2A. above? Lowest grade ______ 59-60 Highest grade ______ 61-62		

*If your State Department of Education uses Average Daily Membership (ADM), Average Enrollment, or some other method, use your state's method here.

A. DISTRICT INFORMATION (continued)

COMPENSATORY FUNDING*	Estimated Expenditure (1976-1977)	Number of Students (1976-1977)
3. In the first column, please enter your district's expenditures from the following **COMPENSATORY funds.** (**Do not include** expenditures for summer school or expenditures for non-public school students. **Do include** carry-over funds.) In the second column, enter the number of students who received compensatory services from each fund.		
A. Special district funding for compensatory services	$ __________	# __________
B. Special state funding for compensatory services	$ __________	# __________
C. ESEA Title I	$ __________	# __________
D. ESAA-Pilot/Basic	$ __________	# __________
Other Federal funding for compensatory services not included in C or D		
E.	$ __________	# __________
F.	$ __________	# __________
TOTAL (A-F)	$ __________	# __________
4. In the first column, enter your expenditure of Title I funds for compensatory services to **non-public school students**. In the second column, enter the number of non-public school students who were provided with compensatory services from your Title I funds.	$ __________	# __________

*In figuring compensatory funds, exclude funds used for the following: Education of Exceptional Children (physically handicapped, emotionally or socially handicapped, mentally retarded;) mentally gifted; Education of Native Americans; Education of Children from Migratory Families; ESEA Title IV (library services, demonstration projects, leadership training); Early Childhood Education; Career or Continuing Education; Vocational or occupational Education; and, Indochinese Children's Refugee Aid Program.

A. DISTRICT INFORMATION (continued)

5. Please put a check beside each year in which your district has received ESEA Title I funds.

______ Have never received Title I funds
28

______ 1965-66
29

______ 1966-67
30

______ 1967-68
31

______ 1968-69
32

______ 1969-70
33

______ 1970-71
34

______ 1971-72
35

______ 1972-73
36

______ 1973-74
37

______ 1974-75
38

______ 1975-76
39

______ 1976-77
40

B. SCHOOL INFORMATION 1976-1977

Below we have listed the name of the school participating in the Sustaining Effects Study for which you are providing information in the remaining pages of this booklet:

Name of School ______________________________ **School I.D.** __________

1. Please provide the ADA (ADM, or Average Enrollment) and the Current Expenditure for Education for this school. Use the same exclusions as in item 2A on page 3.

Students __________ $ __________

2. In the first column, please enter expenditure by type of funding for **compensatory services for the above school.** In the second column, enter number of students who received compensatory services from fund. **Do not include expenditures for summer school.**

FUNDS FOR COMPENSATORY SERVICES IN SAMPLE SCHOOL	Estimated Expenditure 1976-1977	Number of Participating Students 1976-1977
A. District funds for compensatory services	$ __________	# __________
B. Special state funding for compensatory services	$ __________	# __________
C. ESEA Title I	$ __________	# __________
D. ESAA – Pilot/Basic	$ __________	# __________
E. Other federal funding not included in C or D	$ __________	# __________
TOTAL (A-E)	$ __________	# __________

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C. COMPENSATORY SERVICES – 1976-1977 (ESTIMATED)

Please provide the following information about the expenditure of compensatory funds for the above school.

COMPENSATORY SERVICES (ONLY)	FUNDS					
	District	Special State	ESEA Title I	ESAA Pilot/Basic	Other Federal Funds	Total
1. READING						
A. STAFF						
Teaching						
Expenditure	$ ____ 35-45	$ ____ 46-56	$ ____ 57-67	$ ____ 68-78 79 cc DUP 1-9	$ ____ 10-20	$ ____ 21-31
Number FTE* paid from each fund	# ____ 32-35	# ____ [illegible]	# ____ 46-52	# ____ 53-59	# ____ 60-66	# ____ 67-72 79 cc DUP 1-9
Remedial and Curriculum Specialists and Library/Media Personnel						
Expenditure	$ ____ 10-20	$ ____ 21-31	$ ____ 32-42	$ ____ 43-53	$ ____ 54-64	$ ____ 65-75 79 cc DUP 1-9
Number FTE* paid from each fund	# ____ 12-16	# ____ 17-23	# ____ 24-30	# ____ 31-37	# ____ 38-44	# ____ 45-51
Teaching Assistants						
Expenditure	$ ____ 52-62	$ ____ 63-73 79 cc DUP 1-9	$ ____ 10-20	$ ____ 21-31	$ ____ 32-42	$ ____ 43-53
Number FTE* paid from each fund	# ____ 54-60	# ____ 61-67	# ____ 68-74 79 cc DUP 1-9	# ____ 10-16	# ____ 17-23	# ____ 24-30
Teaching Aides						
Expenditure	$ ____ 31-41	$ ____ 42-52	$ ____ 53-63	$ ____ 64-74 79 cc DUP 1-9	$ ____ 10-20	$ ____ 21-31
Number FTE* paid from each fund	# ____ 32-38	# ____ 39-45	# ____ 46-52	# ____ 53-59	# ____ 60-66	# ____ 67-73 79 cc DUP 1-9

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*Full-Time Equivalent

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C. COMPENSATORY SERVICES – 1976-1977 (ESTIMATED)

COMPENSATORY SERVICES (ONLY)	FUNDS					
	District	Special State	ESEA Title I	ESAA Pilot/Basic	Other Federal Funds	Total
B. TRAINING **Instructional Staff** Expenditure	$ ______ 10-20	$ ______ 21-31	$ ______ 32-42	$ ______ 43-53	$ ______ 54-64	$ ______ 65-75 79:CL DUP 1-9
Non-Instructional Staff Expenditure	$ ______ 10-20	$ ______ 21-31	$ ______ 32-42	$ ______ 43-53	$ ______ 54-64	$ ______ 65-75 79:CM DUP 1-9
C. ADMINISTRATIVE SERVICES AND PLANNING/EVALUATION Expenditure	$ ______ 10-20	$ ______ 21-31	$ ______ 32-42	$ ______ 43-53	$ ______ 54-64	$ ______ 65-75 79:CN DUP 1-9
D. INSTRUCTIONAL SUPPLIES (TEXTBOOKS, OTHER BOOKS, A.V. AIDS, SUPPLIES, ETC.) Expenditure	$ ______ 10-20	$ ______ 21-31	$ ______ 32-42	$ ______ 43-53	$ ______ 54-64	$ ______ 65-75 79:CO DUP 1-9
E. BUILDINGS (REMODELING OR MOBILE UNITS) Expenditure	$ ______ 10-20	$ ______ 21-31	$ ______ 32-42	$ ______ 43-53	$ ______ 54-64	$ ______ 65-75 79:CP DUP 1-9
F. NEW EQUIPMENT Expenditure	$ ______ 10-20	$ ______ 21-31	$ ______ 32-42	$ ______ 43-53	$ ______ 54-64	$ ______ 65-75 79:CQ DUP 1-9
G. OTHER EXPENDITURES ASSOCIATED WITH COMPENSATORY READING SERVICES (e.g., BENEFITS, TRAVEL, ETC.)	$ ______ 10-20	$ ______ 21-31	$ ______ 32-42	$ ______ 43-53	$ ______ 54-64	$ ______ 65-75 79:CR DUP 1-9

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C. COMPENSATORY SERVICES – 1976-1977 (ESTIMATED)

COMPENSATORY SERVICES (ONLY)	FUNDS					
	District	Special State	ESEA Title I	ESAA Pilot/ Basic	Other Federal Funds	Total
2. MATHEMATICS						
A. STAFF						
Teachers						
Expenditure	$ ______ 10-20	$ ______ 21-31	$ ______ 32-42	$ ______ 43-53	$ ______ 54-64	$ ______ 65-75 79:CS DUP 1-9
Number FTE* paid from each fund	# ______ 10-16	# ______ 17-23	# ______ 24-30	# ______ 31-37	# ______ 38-44	# ______ 45-51
Remedial and Curriculum Specialists and Library/Media Personnel						
Expenditure	$ ______ 52-62	$ ______ 63-73 79:CT DUP 1-9	$ ______ 10-20	$ ______ 21-31	$ ______ 32-42	$ ______ 43-53
Number FTE* paid from each fund	# ______ 54-60	# ______ 61-67	# ______ 68-74 79:CU DUP 1-9	# ______ 10-16	# ______ 17-23	# ______ 24-30
Teaching Assistants						
Expenditure	$ ______ 31-41	$ ______ 42-52	$ ______ 53-63	$ ______ 64-74 79:CV DUP 1-9	$ ______ 10-20	$ ______ 21-31
Number FTE* paid from each fund	# ______ 32-38	# ______ 39-45	# ______ 46-52	# ______ 53-59	# ______ 60-66	# ______ 67-73 79:CW DUP 1-9
Teaching Aides						
Expenditure	$ ______ 10-20	$ ______ 21-31	$ ______ 32-42	$ ______ 43-53	$ ______ 54-64	$ ______ 65-75 79:CX DUP 1-9
Number FTE* paid from each fund	# ______ 10-16	# ______ 17-23	# ______ 24-30	# ______ 31-37	# ______ 38-44	# ______ 45-51

*Full-Time Equivalent

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C. COMPENSATORY SERVICES – 1976-1977 (ESTIMATED)

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COMPENSATORY SERVICES (ONLY)	FUNDS					
	District	Special State	ESEA Title 1	ESAA Pilot/ Basic	Other Federal Funds	Total
B. TRAINING						
Instructional Staff						
Expenditure	$ ____ 52-62	$ ____ 63-73 79:CY DUP 1-9	$ ____ 10-20	$ ____ 21-31	$ ____ 32-42	$ ____ 43-53
Non-Instructional Staff						
Expenditure	$ ____ 54-64	$ ____ 65-75 79:C2 DUP 1-9	$ ____ 10-20	$ ____ 21-31	$ ____ 32-42	$ ____ 43-53
C. ADMINISTRATIVE SERVICES AND PLANNING/EVALUATION						
Expenditure	$ ____ 54-64	$ ____ 65-75 79:C0 DUP 1-9	$ ____ 10-20	$ ____ 21-31	$ ____ 32-42	$ ____ 43-53
D. INSTRUCTIONAL SUPPLIES (TEXT-BOOKS, OTHER BOOKS, A.V. AIDS, SUPPLIES, ETC.)						
Expenditures	$ ____ 54-64	$ ____ 65-75 79:C1 DUP 1-9	$ ____ 10-20	$ ____ 21-31	$ ____ 32-42	$ ____ 43-53
E. BUILDINGS (REMODELING OR MOBILE UNITS)						
Expenditure	$ ____ 54-64	$ ____ 65-75 79:C2 DUP 1-9	$ ____ 10-20	$ ____ 21-31	$ ____ 32-42	$ ____ 43-53
F. NEW EQUIPMENT						
Expenditure	$ ____ 54-64	$ ____ 65-75 79:C3 DUP 1-9	$ ____ 10-20	$ ____ 21-31	$ ____ 32-42	$ ____ 43-53
G. OTHER EXPENDITURES ASSOCIATED WITH COMPENSATORY MATH SERVICES (e.g., BENEFITS, TRAVEL, ETC.)	$ ____ 54-64	$ ____ 65-75 79:C4 DUP 1-9	$ ____ 10-20	$ ____ 21-31	$ ____ 32-42	$ ____ 43-53

C. COMPENSATORY SERVICES – 1976-1977 (ESTIMATED)

COMPENSATORY SERVICES (ONLY)	FUNDS					
	District	Special State	ESEA Title I	ESAA Pilot/ Basic	Other Federal Funds	Total
3. COMMUNITY ACTIVITIES (e.g., STAFF AND MATERIAL FOR SCHOOL/ COMMUNITY ADVISORY COUNCIL, PARENT/TEACHER ASSOCIATION, ETC.) Expenditure	$ ______	$ ______	$ ______	$ ______	$ ______	$ ______
4. OTHER COSTS Expenditure	$ ______	$ ______	$ ______	$ ______	$ ______	$ ______
TOTAL* (P. 6 to 10)	$ ______	$ ______	$ ______	$ ______	$ ______	$ ______

*Should equal total for item 2 on Page 6.

Please complete the name and phone number section on the cover page.

THANK YOU FOR YOUR COOPERATION.

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GLOSSARY OF TERMS

A. DISTRICT INFORMATION (Pages 1-5)

Estimated Expenditures – District expenditure figures are in your 1976-1977 budget. Expenditures of Federal funds can be obtained from your Federal fund allocation. Provide expenditure data for the regular school year only; **do not** include expenditures for summer school. If carry-over funds are used during the regular school year, **include** them in your estimated expenditures.

Average Daily Attendance – The aggregate days attendance in the district, divided by the number of days school was in session. The calculation of your district's ADA should be for the month of October, 1976. If your State Department of Education uses another method of reporting this information, such as Average Daily Membership (ADM), Full Time Equivalent (FTE), or Average Enrollment, please use your State's method here.

District Funds – Additions to assets which do not incur an obligation or represent an exchange of property for money. Included in this category are receipts from school taxes; appropriations from local, state, and federal (PL-874) governments; tuition and transportation fees from patrons; interest earned on district funds; and miscellaneous income which does not incur an obligation.

Current Expense of Education – The current expense for education as reported to your state Department of Education on your Annual Financial and Budget Report. Usually includes expenditures for Administration, Instruction, Health, Attendance, Operation and Maintenance of Plant, Transportation, and fixed charges. Administrators in some areas refer to this expense as Total Operating Cost.

Compensatory Services – Compensatory services are services provided to students achieving one or more years below grade level. **Do not** include expenditures for services provided to educable or trainable mentally retarded students. **Exclude** expenditures for the following: Exceptional Children (physically handicapped, emotionally or socially handicapped, mentally retarded); mentally gifted; Native Americans; Children from Migratory Families; ESEA Title IV (library services, demonstration projects, leadership training); Early Childhood Education; Career or Continuing Education; Vocational or Occupational Education; and Indochinese Children's Refugee Aid Program.

B. SCHOOL INFORMATION (Page 6)

Total Expenditures for School by Fund for Compensatory Services – In reporting funds by year, EXCLUDE non-public-school expenditures and summer school expenditures. Usually, direct costs for the school are available. Other costs, such as district-wide costs, are not. Indirect costs should be prorated as in the following example:

Number of Participants in Program throughout district	500	
Expenditure for Evaluation	$2,000.00	
$2,000.00 ÷ 500 = $4.00		
Number of Participants for this school	50	
Expenditures for evaluation for this school	$200.00	(50 x $4.00)

C. COMPENSATORY SERVICES – 1976-77 (Pages 7-11)

This section of the questionnaire requests you to provide a more detailed breakdown of the expenditures by type of funding for the school specified in Section II (on page 6).

The staff and service categories used in this section of the questionnaire are from the *Staff Accounting Classifications and Standard Terminology for Local and State School Systems*, a handbook developed by the U.S. Office of Education. The following definitions are provided to assist you in completing the questionnaire. However, the categories used here may differ from the ones used in your district; if so, please try to fit your categories to the ones in this questionnaire.

Before completing pages 7-11, please familiarize yourself with the expenditure categories and definitions used.

Teaching – Count only those teachers who are paid out of compensatory funds and who have assigned students in the school. Do not include teachers assigned to the school who are paid out of regular district funds.

FTE (Full Time Equivalent) – Using the school year as the term of employment, compute hours per day based on district policy for certified and classified staff. To calculate FTE, take the number of hours a given staff member works in the school each week during the school year and divide it by the total number of hours a full-time employee in the same category is expected to work. Example:

Full Time Teaching Assistant = 6 hours/day = 30 hours/week times number of weeks in school year.

If a Teaching Assistant, who provides services to students in the school, works only 10 hours/week during the school year, FTE = $\frac{10}{30} = \frac{1}{3} = .33$

Remedial Specialist – A staff member who provides services (to students in the school) concerned with correcting or improving specific academic deficiencies.

Curriculum Specialist – A staff member who has expertise in a specialized field to provide information and guidance to other staff members to improve the school's curriculum. This assignment would include the curriculum consultant and the curriculum supervisor.

Library/Media Personnel – A staff member assigned to develop plans for and to manage the use of teaching and learning resources, including equipment, content material, and services.

Teaching Assistant – A staff member assigned to perform the day-to-day activities of teaching pupils under the supervision of a teacher. Staff members having this assignment may or may not be certified but have at least two years of formal college education or the equivalent in experience or training preparatory for teaching.

Teaching Aide – A staff member assigned to assist a teacher with routine activities associated with teaching (i.e., those activities requiring minor decisions regarding students, such as monitoring, conducting rote exercises, operating equipment, and clerking).

Instructional Staff — Includes all personnel who provide direct instructional services to students. This includes: classroom teachers, special or remedial teachers, teaching assistants, teaching aides and teaching interns. If volunteers provide direct instructional services, they should be included also.

Non-Instructional Staff — Includes administrative, office and clerical personnel. This category also includes support personnel such as curriculum specialists and library/media personnel who do not provide instruction **directly** to students.

Training for Instructional and Non-Instructional Staff — For instructional staff, include all training activities designed to contribute to professional growth. Among these activities are workshops, demonstrations, lectures, etc. Training for non-instructional staff should include all activities for training non-instructional personnel in all classifications.

Administrative Services and Planning Evaluation — Administrative services include activities concerned with establishing, administering and evaluating the school's programs. Include all expenditures charged to the fund (e.g., district compensatory funds, ESEA Title I, etc.) for administrative services for the school's programs. Pro-rate expenditures if district personnel perform the administrative services for the school.

Other expenditures associated with compensatory reading or math services (for reading, item 1.G; for math, item 2.G) — Include any expenditures for reading services charged to a specific compensatory fund that have not been included in categories 1.A-F. For math, item 2.G should include any expenditures not included in categories 2.A-F.

Other costs (item 4, page 11) — Include any expenditures charged to a specific fund that have not been included in any of the previous expenditure categories under reading services, math services, or community activities.

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